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The guide utilizes systematic teaching of basic skills, the unit approach to apply skills and concepts from several subject areas to a common topic, and the incidental application of learned skills to current experiences. Emphasis is on the sequential development of concepts related to daily living. Material includes seven major topics: self, family, neighborhood, school, community, state, and nation and world. Each topic appears at four developmental levels with emphasis on subject matter appropriate for the particular developmental level. The outline lists content, resource material, and suggested teaching techniques and activities. (LE)

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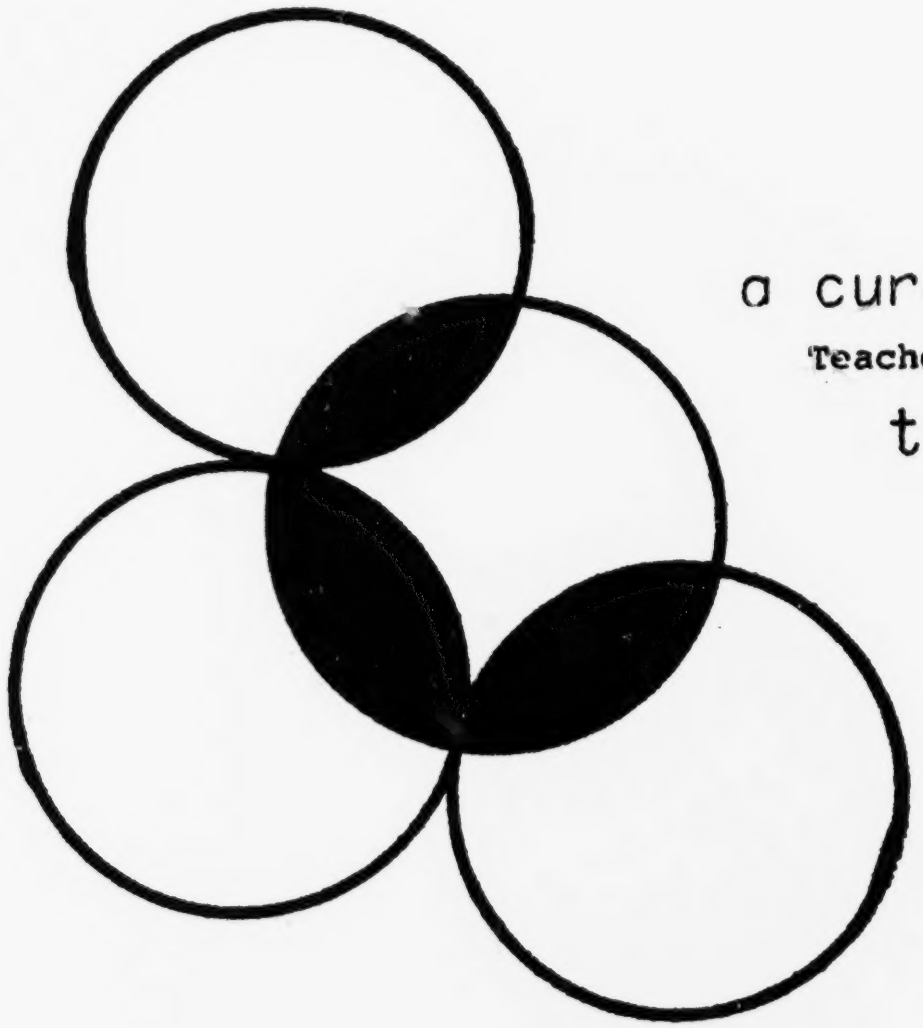
An Experimental Guide for Special Class

SOCIAL STUDIES



a curriculum guide for

Teachers of

the educable mentally retarded

Southeast Region Special Education Service Center

A PACE PROJECT

EC 003 482

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AN EXPERIMENTAL GUIDE FOR SPECIAL CLASS - SOCIAL STUDIES

A Curriculum Guide for Teachers of the Educable Mentally Retarded

Produced by:

Southeast Region Special Education Service Center

for

Thirteen (13) Participating Districts

ABC Unified School District
Bellflower Unified School District
Compton City School District
Compton Union High School
Downey Unified School District
El Rancho Unified School District
Enterprise City School District
Little Lake School District
Lynwood Unified School District
Montebello Unified School District
Norwalk - La Mirada Unified School District
Paramount Unified School District
Willowbrook School District

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SOCIAL STUDIES FOR THE EDUCABLE MENTALLY RETARDED:
A TEACHER'S GUIDE

Purpose of the Guide. The ultimate goal of the school program for educable retarded students is preparation for independent living. The educator is, therefore, concerned with persistent life needs and must plan educational activities which will prepare the student so these needs can be met. This necessitates the learning of certain basic skills and developing the ability to apply these skills to practical life situations. At least three approaches are generally implemented in the teaching of retarded students: the systematic teaching of basic skills, the unit approach to apply skills and concepts from several subject areas to a common topic and the incidental application of learned skills to current experiences. This guide attempts to utilize all three approaches.

The guide is designed to identify the body of knowledge in the Social Studies curriculum which is essential to the personal, social and economic development of the student. Emphasis is given to sequential development of concepts related to daily living.

Organization. Structuring subject areas by grade level is not appropriate for mentally retarded students. This guide incorporates a "developmental level" approach. Thus, the student, regardless of his chronological age, may be instructed within a range which is appropriate for his developmental level.

The guide is organized to present material at each level on seven major topics:

I	SELF
II	FAMILY
III	NEIGHBORHOOD
IV	SCHOOL
V	COMMUNITY
VI	STATE
VII	NATION AND WORLD

These topics represent the expanding environment of the growing child. While each of the seven topics is included at all four levels, emphasis is placed on subject matter which is appropriate for the particular developmental level.

ACKNOWLEDGMENTS

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LEVEL I AND II

S E L F

Section I

Levels I & II

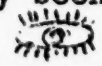
CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
I. SELF			
A. PHYSICAL			
1. Identification and function of Body Parts	Books: Meeker - How Doctors Help Us (Benefic Press) Aliki - My Five Senses		
a. Eyes	Showers - Look at Your Eyes Filmstrip - Care of Eyes and Ears (Gr. 3-6)	Present chart and discuss parts of the eye: eyebrow, eyelashes, eyelid. Read: Care of eyes. Make facial mask - put on false eyelashes. Show different shapes of eyebrows.	See a film on eyes. Write a story about the film.
b. Ears	Books: Showers - Your Skin & Mine Showers - Find Out by Touching	Present chart and discuss parts of ear and its function. Recognize the sensory organs. Name them.	Make slogans about the ear. "Ears are hearers" "Don't put anything smaller than your elbow in your ear"
c. Hair and Nails	Desantis: Bubble Baths & Hair Bows Filmstrip: Skin, Hair & Nails, (Gr.6)	Discuss how they are protectors. Read and discuss care of hair and nails. Have a daily inspection by a child monitor.	Make one scrapbook on care of hair and nails. Each child should contribute.
d. Teeth	Film: Judy's Smile Filmstrip: Strong Teeth (Gr. 2)	Invite school nurses to discuss proper brushing. See a film about teeth. Children demonstrate brushing.	Prepare a bulletin board about the care of teeth.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
e. Skin	Books: Showers - Your Skin & Mine Showers - Find Out by Touching	Read about care of skin. Look at skin under microscope or magnifying glass. Illustrate what you see.	
f. Feet	Filmstrip: All About Feet (Gr. 1-3)	Discuss walking properly, standing on feet straight. Wearing shoes that fit. Dramatize walking properly.	Make posters on walking properly.
g. Joints		Catch a ball - tell how many joints were used. Tell where the joints are located that were used.	
h. Awareness of Body Parts through Activities	Slant Board Trampoline Bars Ropes Balls Lines	head; roll around, right, left, up, down, back, side. eyes; look up, down, left, right, etc. walk; line, balance, squat, stand. knee; swing, turn, up. ankle; swing, turn, up. hip; swing, turn, up. back; turn, up, down. waist; turn, up, down. chest; turn, up, down. arms; move up, down, back, around. elbows; move up, down, back, around. wrists; move up, down, back, around. fingers; move up, down, back, around. shoulders; move up, down, back, around. Develop simple, practical exercises. Do each movement 3 times, increase to 20.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
			Establish habit of daily exercise of pratical nature that can be used all through life.
i. Demands of body functions	Snack Time		Discuss snack time food Choices a) Why we eat b) What we eat c) Differentiate between basic 4 groups and treat foods
	Recess Time		Discuss purpose of recess a) To exercise b) To drink c) To Eliminate d) To groom
2. Personal Grooming and Health			
a. Cleanliness	Study Prints: Family and Community Life, "Home and Yard Care" Home Activities, "Keeping Clean" Books: Desantis - Bubble Baths & Hair Bows Filmstrips: Daily Habits 7, 1454, 727 Keeping Clean Full length mirror in classroom.	Develop reasons for need to groom. a) Clothing neat after lavatory use. b) Hands clean after lavatory use. c) Drink after exercise. d) Check hair & face after exercise, also shoe laces, shirts buttoned, skirts straight. Walk through business district a) Find rest rooms b) Examine - signs, mirrors Make signs for school rest-rooms.	Daily inspection charts. Display pictures and posters of good grooming & health activities with emphasis on cleanliness & appearance. Show film on good grooming. Children report (orally) on how to look clean & neat. Display & labeling of articles of cleanliness. Discuss & demonstrate when to wash hands.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
b. Common Diseases	Filmstrip: "Pesky" The Cold Bug Control of Disease 732 Study Print: Community Helpers Cards - "Workers who keep us Safe & Healthy"	Poster to show: Prevention of spread of germs when coughing and sneezing. Visit from school nurse to discuss common diseases. Display posters and pictures on common diseases. Show a film on common diseases. Make a large thermometer for children to manipulate. Discuss how diseases are spread to other people and individual responsibility in preventing the spread of illness and catching common diseases, i.e. exercise, sleep and rest, and care of clothing. Recognize the names of the health helpers: dentist, doctor, nurse, hospital, clinic.	Display materials from the health department. Make posters warning against epidemic and common illnesses. Picture display of various health services and helpers.
c. Clothing		Make posters on the care of clothing. Discuss relationship between well-kept clothing and personal cleanliness.	
d. Posture	Filmstrip: Straight & Tall Gr. 4-6 Posture 326, 729	Demonstrate the correct way to stand, walk & sit.	Make a list of rules for correct posture.
		Display pictures or posters illustrating correct posture.	
3. Likeness and Difference	Filmstrip: We Grow 1068 Dukane Projector: Acceptance of Differences	Read and discuss characteristics of boys and girls. Discuss strong bodies and a physical build like one of parents (heredity). How we acquire some characteristics from those about us (environment). Discuss: Healthy thoughts are just as important as healthy bodies.	
a. Identification of sex role	Book: Shapp - Let's Find Out What's Big and What's Small	Make booklets showing how people are alike. Make booklets showing how people are different.	Write stories and illustrate Use some of the following topics: What am I like? It is Fun to be Different. You're not the only one.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
			Why Boast? Don't worry about it. No two Look Exactly Alike. I Feel Mean Today. I Feel Good Today.
		Read about "Family Tree". Make a family tree. Discuss differences and likenesses. Through roll playing develop sex rolls. Little people play house, play village. Discuss role of boys and girls as it relates to manners and other social expectations. Make booklets emphasizing the roles of males and females in our society. Discuss and write about likeness and differences relating to: clothing games growth patterns types of employment.	Discuss acceptance of differences. Read biographies of great men to demonstrate that despite great differences in background, nationality, and religion, each make significant contributions.
		Discuss awareness of needs for: glasses medication corrective devices Recognizing differences due to: birth defects disease accident	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
B. SOCIAL SELF 1. Personal Identification	Read: Teacher read parts of an autobiography to class Study Prints: Home Activities Children doing things for themselves Filmstrip: A Birthday Party at School 1033	Recognize name by flash cards. Write first & last name. Recognize & write own age. Learn to give address & telephone number. Practice use of telephone. Make a birthday chart for the entire class. Make an booklet collecting pictures of self for present & future.	Improve the writing of own signature. Write date of birth & age. Write address & telephone number. Practice use of telephone. Discuss ways to celebrate a birthday. Know parents name & occupation. Make an Autobiography booklet, the cover being 

Duplicate several pages for each book. They may be as follows:

Page 1 - I am _____ (Name)
I am _____ years of age
I was born in _____.

Page 2 - What I expect of myself _____.
Page 3 - What others expect of me_____.
Page 4 - I sometimes want to cry because _____.
Page 5 - I have a favorite pet. It is _____.

Make name tags for coat hooks.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
2. Personal Property			
a. Clothing			
Hanging up clothing at home & school	Record: "I'm Dressing Myself" Young People's Records Study Prints "Home Activities" Books: Shannon - About Ready-to-Wear Clothes Dean - At the Laundry Dean - At the Dry Cleaners	Practice with a coat and hanger as a classroom project. Learn to button top button for best results. Collect pictures of neatly dressed boys and girls. Make chart or scrapbook Dramatic play shining shoes	Discuss different kinds of materials that can be washed. Demonstrate.
b. Borrowed Articles		Discuss the proper way of using a borrowed article and the necessity for returning it in good condition. Discuss "Each person has a right to own property without fear of theft or damage"	
3. Self and Relationship to Others			
a. Duties and Responsibilities to Himself	Book: Hoffman - About Family Helpers	Read a chart of room rules and duties.	
b. Role with Others at Home and at School	Filmstrip: A Good Citizen Cooperates with Others Study Prints: Family and Community Life "Responsibilities and Fun on Playground"	Discuss role as a dependent member of the home as to chores, personal health and recreation. Discuss role at school in relation to teacher, classmates and principal. Role playing. Being mother, father, brother, sister - Make puppets for role playing.	Discuss role as a cooperative member of the home as to chores, personal health, daily routine. Discuss role at school in relation to teacher & classmates. Visit the principal's office as a group. Discuss ways of being cooperative family members. Make puppets & develop own play. Work in groups.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
c. Sharing		Discuss ways in which one can share with others. Collect pictures of jobs that can be shared at home or school.	Write letters on appreciation, thoughtfulness, sympathy. Write cooperative stories relating to role of sharing.
		Practice sharing during snack time. a) stand straight b) wait for quiet c) look classmates in eye.	
d. Conversation	Filmstrip and Record: Dukane - Peter and the Wolf Knott's Berry Farm, The Five Chinese Brothers	Allow for much conversation for children. This may be a valuable sharing time, discussion led by teacher or a student or interaction among students. Discuss holidays, pets, reading of signs, etc. Assign new helpers and ask the children to define the responsibility of the helpers. Use a picture: Help children to develop a story. Encourage all children to add to the story. Develop conversation through the use of a toy telephone.	
e. Good Manners	Books: Boery - Manners Made Easy Leaf - Manners Can Be Fun Lee - Manners to Grow On Filmstrip: Manners at Home, Manners in Public, Manners at School Study Prints: Home Activities "Setting the Table"	Make an illustrated booklet on good manners.	Write do's & don'ts of good manners.
		Discuss acceptable conduct before and after a field trip.	
		Talking and reading about proper use of using silverware, how to bite and chew, how to pass food. Set up a table situation with crackers, peanut butter, water. Eat properly.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
f. Attitudes and Behavior	Book: Leaf - Fair Play Filmstrips: A Good Citizen Respects Property A Good Citizen Lives Honestly In Public Buildings (being polite; respecting property)	Discuss rules that help to get along together in all situations.	Make a special effort to make friends with one person who is not of same background. Write a paper about this new friend. Share your new friend with the class.
		Discuss concept of punctuality. Meeting friends Going to school Going to work	
g. Learn to Identify with Group		Each child writes the name of all the children in the class, use this list to make a sociogram. Seat and plan daily activities around choices. Questions to ask: 1) Whom would you like to buddy? 2) With whom do you like to work? 3) With whom do you like to play? 4) Who do you like to help?	
C. EMOTIONAL SELF			
1. Analyzing Emotions			
a. Effect on physical health		Discuss child's desires and ambitions with him. Discussion: Effect of emotions on digestion. How being angry effects our digestion. How to be calm and cheerful. How to experience success. How your feelings are a part of everything you do. Make a bulletin board - Label it Happiness is, children draw pictures of what happiness means to me.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
b. Self discipline	Books: K. Evans - Tommy on Time Bryant - Let's Be Friends	Prepare an assembly program, discuss behavior in the auditorium. Discuss restraint on part of child when parent discipline is necessary.	Write a story on restraint at the doctor's office.
		Make scrapbook - How to play together. Discuss obeying grownups and those in charge. Pictures of a mother & child, policeman, teacher, & a school crossing guard. Read stories - traits of honesty, fair play, & kindness are emphasized. Children arrange pictures in proper sequence. Read stories to help pupils understand some basic moral values involved in American traditions and customs. Example - Washington and Lincoln. Discuss taking care of one's-self in public gatherings. Teacher use a check system for daily tasks. Establish a reward system.	
2. Self-Appraisal	Book: The Ugly Duckling	Have children tell a story on activities they can do well. Illustrate. Display work of students. Invite visitors.	Have children write a story about an activity that child can do well. Display class projects. Give self-evaluation of own work.
		Children evaluate classroom situations to indicate examples of good and bad behavior. Plan brief teacher talks about topics which help pupils to better understand themselves. Talk about sharing materials and equipment with others. Point out that no one uses his size or strength to take advantage of someone else. Discuss the importance of listening to and following directions.	

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

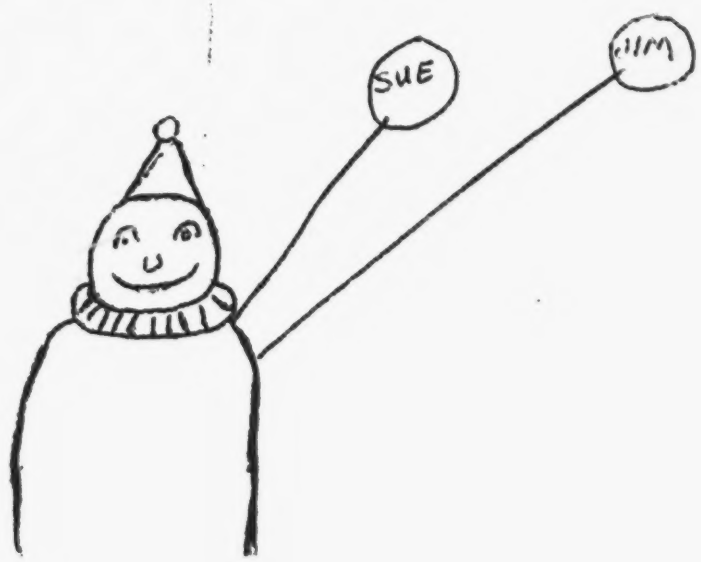
LEVEL 2

Make Posters:
We listen with our ears
But it is very true --
our hands
and feet
and eyes
and mouth
can help us listen too,

Play games that give children practice in taking turns. Use poems and stories. Illustrating acceptance and tolerance.

Evaluation of their daily behavior:
Ask questions.
Did I come to school on time?
Did I finish all my work?

Reward children who do well by writing their names on paper balloons held by a good conduct clown.



CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL 1 / LEVEL 2
3. Realistic Acceptance of Success & Failure		Role Playing: A failure experience analyizes reasons for failure. Discuss differences in personal abilities, i.e., good in math but poor in reading. Liscuss success and failure of prominent people. Write a skit on success and failure. Act it out.

F A M I L Y

Section II

Levels I & II

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
II FAMILY A. HOME IDENTIFICATION 1. Recognition of Physical Facilities	Books: Carter - The True Book of Houses Green - Everybody Eats and Everybody has a House Pictures from: Good Housekeeping Better Homes & Gardens Saturday Evening Post	Make pictures - One's house. Emphasize any distinguishing characterics. Take a walk in the neighborhood to observe the types of homes in which families live - single or multiple dwellings. Display magazine pictures of different types of homes.	Present 5x8 lined cards to each student, have each make I.D. card. Write name-last then first. Address Closest large cross street Phone Parent's names Birthdate. Read about homes and houses. Discuss the meaning of home, private dwelling. Learn the different types of homes, private dwelling. Learn the different types of homes: permanent; large trailers, houses, apartments, single rooms, small farms, ranches. Temporary; tents, campers, small trailers, cabins, motels, hotels, boats. Visit one house on a lot, an apartment, a mobile home. Observe the interior floor plans of houses; kitchen, dining room, living room, family room, bedrooms, bathroom, laundry, work shop, garage. List furniture need in each home and for each room. Find furniture pictures to paste

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND SUGGESTIONS
		on the floor plan of a house. Make floor plan map. Observe and learn about all kinds of exterior building materials. Learn about the outside areas of the home; front yard, back yard.
2. Care of Physical Facilities		Discussion: Appearance of neighborhood. Care of surroundings. Discuss the care of the home; conserve, protect, maintain, renew, repair. Dictate: Children dictate a class story about clean homes and yards. Roll play the care, building maintaining and repairing of all types of homes. Project: Construct a street with houses. Each child may make his own house. Discussion: Keeping room clean, putting away toys, caring for pets, answering telephone correctly. Dramatic Play: House-keeping in playhouse or a room set-up.
B. PEOPLE		
1. Role Identification		Discuss the members of the family, kinds of families: one parent in home, foster parents, two parents, grandparent, step-parent, relatives. Discuss the responsibilities and roll of each member.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
		Classroom helpers Assign a more capable child to take a less capable child as his partner when the group goes on trips or excursions. Discuss: How children can help one another. Why tasks are easier for some children than for others. Display - Pictures and Posters showing various ways children can help one another. Dramatize - situations in which children help one another. Use play equipment in the room to dramatize. Discuss - what a family does at home. Emphasize such family activities as preparing food, planning picnics, playing, reading, listening to the radio, watching television and having friends visit.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
2. Recognition of Family as a Unit		List the members, what they do: Father: why he works, provides food, house for family, clothing. Where he works: type of work, all jobs, all locations. Other rolls: protector, emulator, sets rules, male companion. Mother: why she works, cares for family-food, clothing. cares for home-cleans, maintains: organizer-guide, recreation, delegates work: works outside home- provide extras. Collect pictures or make pictures of children and families working and playing together for bulletin board. Discussion of rules for all members of the famil family. Why home rules must be observed for a close family unit. Household tasks - who does what. Dramatize & pantomine how to help at home. Baby sitting for Mother. Helping father clean the yard and car. Other members of the family; children, grandparents, other relatives. Roll play the actions of responsibility that draw the family together, by each family member. Discuss activities families do together: eating, talking, worshiping, viewing TV, visiting away from home, unity, in trouble, entertaining guests. Learn the legal aspects of a family unit: marriages, births, deaths. Memberships: church, clubs, fraternities, library, civic, service. Discuss the necessity of the family as a unit to gain security, strength and courage to face the unknown and to replenish the soul and body for the purpose for which one lives.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND SUGGESTIONS	
		LEVEL 1	LEVEL 2
3. Responsibilities of Family Members		Discuss: Work in the home. Illustrate posters and pictures of a family working together. Make a chart of home duties. Compare it with the school duties chart. Discuss ways that their family have fun together. Chart - Based upon ways families have fun. Games - indoor and outdoor. Make scrapbook showing home and weekend activities. Demonstrate how to hang clothing on hooks or hangers. Make self-help devices for zipping, buttoning, lacing and tying. Let children practice these skills. Make lotto type games showing different kinds of clothing. Discuss all members of our family, cut out pictures that are like our own families. Paste them in a booklet entitled "My Family"	Review the family members & their responsibilities in the home. Discuss cooperation of family members: Providing, preparing or maintaining; Food, clothing, shelter, daily cleaning, health, safety, care for younger members. Discuss when help is needed: Both parents work, a parent is ill, both parents away on business or for an evening, new baby arrives, a problem or troubles occur, a child distrubed or ill. Discuss who may be a temporary member of the family: Grandparent, visiting nurse, baby sitter, housekeeper, neighbor, social worker, relative, friend. Role play what children do when above people take place of absent parent: responsibility, cooperation.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
4. Social Relationships		Read stories about Holidays. Discuss - Celebration of birthdays and special events. Pictures of special events birthdays & holidays. Dictate stories about a family trip. Illustrate the story.	Study audio-visual materials about week end or vacation trips families can enjoy: missions, beaches, museums, mountains, deserts, theatre. Discuss and learn about ways and provisions for the traveler: air, boat, car, hotel, motel, tent, trailer, camper, parks, wayside rests. Discuss responsibilities of each family member to be a congenial traveler. Learn about community recreation: Parks, TinyTown, club houses, pools, play rooms in shoping centers. Discuss and play roll of entertaining at home: Week end guests, picnics, luncheons, evening party. Develop significance and meaning of holidays - family customs.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
C. HEALTH 1. Diet a. The Importance of a Good Diet On Our Physical Growth and Well Being	Dairy Council Film: Health Families Eat Well, Grow Well Growing Up Day By Day Good Eating Habits Milk Grandmother Makes Bread Filmstrip: The Day Begins Children Have A Busy Day	Show film on balanced diet. Introduction to health foods through tasting parties. milk, prepare cocoa, butter, cottage cheese, raw vegetables and dried fruits. Whole grain foods: bread, cereals, crackers Make a booklet, cut pictures from magazines showing a good breakfast, lunch & dinner. Bulletin board showing health foods. Plant a health garden. Take children to a farm to show how food grows. Paste wheel of good eating on inside of paper plate - shellac, decorate edge with yarn stitch. Chart to be taken home as a guide to planning meals. Planning and preparation of parties for special occasions.	Discuss Basic four food groups. Use meal planning cards. Visit a market. Locate each group, purchase food for each group. Discuss treat foods. Make a food booklet. Prepare meal with purchased food. Discuss responsibility of each to maintain good health. How to provide for self in emergency; raw vegetables, raw fruit, cold cereals, prepared meats, milk, bread, butter. How to provide and care for younger members How to shop for food - clean food. Watch film strips on all foods. Plant garden - plant vegetables from 3 groups (of basic 7)

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
b. Food			Visit a local retail market. Observe the arrangement of the market. Observe the sections which supply food. Meat & poultry, vegetables, fruits, nuts, dairy products, bakery products, canned & bottled foods, dried foods, frozen foods, delicatessen & cooked foods, salt, sugar, spices, coffee, tea and cocoa.
c. The Dairy			Observe the layout of the dairy farm and the activities of workers in the various parts of the dairy. Milking barns, bull pen, calf shed, cow barn. Observe the different kinds of cows: Guernsey, Holstein, Jersey. Determine the steps in milk processing at the dairy. Observe how milk is processed at the dairy. Separating milk from cream, pasteurizing, cooling, bottling & capping, refrigerating.
d. The Bakery			Review kinds of bakery products in retail market: Collect, observe & display different kinds of grain used for food. Plant wheat, corn to observe Visit a wholesale bakery.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
			Observe workers, machinery, and processes. Make an illustrated book of bakery products. Experiment with yeast. Make and bake cookies. Bring wrappers from bread made from different grains and different recipes.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
2. Cleanliness			
a. Responsibilities in the Home Associated with Personal Cleanliness	Books: Weisgard, The Clean Pig Krasilovsky, The Man Who Didn't Wash His Dishes Song: This Is The Way We Wash Our Hands Songs for the Nursery School, pp. 100 Film: Good Health Practices pt I Good Health Practices pt II	Diaplay pictures of children washing and bathing. Make helping hands bulletin board (Monitors for keeping room clean). Have daily period for personal care routines which can be carried out at school. Have individual charts for keeping hands, nails, and face clean. Draw pictures to illustrate habits of cleanliness. Show film on how to keep clean.	Find pictures of children. Discuss their cleanliness clothes, bodies. Visit a market and department store, find soaps, towels, cleansers, dusters, brooms, mops, thread, needles, pins, observe clerks cleaning and dusting. Learn to maintain own clothing: mending, folding, washing, storing, ironing, hanging. Learn to maintain own body; washing in basin, bathing in tub or shower, kinds of soap to use, care of skin, abrasions, proper drying, use of lotions. Care of younger children: helping parents in emergency.
3. Immunizations		Show film showing children receiving immunizations. Discuss with children why we have immunizations. Go with children when they receive immunizations.	
D. Safety			
1. First Aid		Discuss necessity of cleansing wounds. Discuss infections as a result of inadequate care. Demonstrate how to put on a band-aid.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
2. Emergency Situations	Fire Stations	Practice fire drills. Have fireman talk to class. Visit a fire station. Posters	Have fireman talk to class. Practice fire drills. Visit a fire station. Posters
		Discuss - fire prevention at home and school.	
			Reporting of fire.
			Pictures of emergency situations.
3. Prevention of Accidents		Discuss: Putting toys away after using them.	
		Keeping crayons, beads, pencils and scissors from eyes, ears, nose, and face.	
		Avoid playing with stoves, furnances, electric cords, electric outlets and plastic bags.	
		Medicines should be taken only under direction of an adult.	
		Make posters of signs of danger. Clean up posters. Sing safety songs. Make scrapbook.	
E. Leisure Time			
1. Pets in the Home		Make a "Make-believe" pet shop. Discuss how provision is made for their pets.	
		Have a "pet day" so children may share their pets (emphasize why shelter is an important part of their care.)	
		List safety rules. Rules we observe in caring for our pets.	
		Write stories about pets.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL 1
		LEVEL 2
		Show a location of their own homes and the names of pets who live there. Bring snapshots of pets. Paint or draw pictures of what pet means to him.

N E I G H B O R H O O D

Section III

Levels I & II

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
III NEIGHBORHOOD A. NEIGHBORHOOD IDENTIFICATION 1. Physical Facilities and 2. Location and Type	Map of City Large paper for making maps. Books: Our Neighborhood Cardy Pub. Co. Magazines Local papers Safety Signs Pet Survey Sheet	Make a map of the local neighborhood. Locate public facilities which are cultural or recreational.	Discussion: Who are neighbors? What is our neighborhood? Map Work: Find own neighborhood in relation to others, block, Make a map of your own block. Make a map of your school block. Report on your neighborhood: large or small homes, new or old homes, trailers, apartment, many or few children, many or few senior citizens, pets, industries. Dramatize: Playing with all ages of children in your neighborhood. Doing little jobs for sick, old, crippled; running errands, mowing yards. What to do if ball goes over fence into neighbor's yard or on their roof. Walking trips: What makes some houses pretty? What could be done to improve the looks of some houses and yards? Survey: Make a list of pets in your block. Notebooks: Pictures of all kinds of houses-label each picture or write a sentence about each picture.

House #	Cats	Dogs	Fish	Birds	Turtles	Others

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL 1
		LEVEL 2: Safety signs: STOP, BEWARE OF DOG, WALK, KEEP OUT, DON'T WALK, DANGER. Hidden dangers. Clippings from local papers that are about your neighborhood.
3. Services		Parks, playgrounds, schools, Public Libraries, markets, gas stations.
		Discuss: Community helpers who provide shelter for the family: 1) carpenter, 2) plumber, 3) electrician, 4) painter, 5) brick-layer.
		Discuss: Community helpers and services: 1) policeman, 2) doctor, 3) dentist, 4) nurse, 5) fireman, 6) ambulance driver, 7) garbage collector, 8) trash collector.
		Dramatize work of different helpers. Make reading charts about these helpers.
a. Trash Collec ion tion	Song: You're a Litter Bug	Find out day for trash collection and sweeper time.
b. Neighborhood Movie		Visit a neighborhood Movie: Find out cost and time show starts.
c. Fire Alarm Box	Books: Huntington, Harriet. Policemen and Firemen Children's Press Teletrainer or Telezonia-Bell Telephone Filmstrip: Man's Use of Fire	Walk to nearest fire box, learn how to operate it. Report fire by telephone.
d. Corner Mailbox	Book: Colonius & Schroeder, At the Postoffice Melmont Pub Co. Study Prints: Postal Helpers	Walk to corner mailbox: Note time of collection. Write letters to mail at corner mailbox.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
e. Small Grocery Store	Cereal boxes and cans for store. Price marker Sacks Money (play) Scissors		Visit small store- note prices and compare with super-market prices. Plan special time in room for party, farewell, birthdays, parents, etc.--make shopping list for things needed, go shopping. Make grocery store in room (Kindgergarten blocks are good for this) Have sales: make sales slips, sales tags and other signs for store. Bring in cans (opened on the bottom)
			Write to some of these service people asking them to come to room to talk about them Dramatize correct way to act at movie. Illustrate these services, label or dictate to the teacher a story for each one.
4. Neighborhood Of Many Kinds		Discuss: Who are your neighbors? Plan a neighborhood trip to observe how the houses make up the greater part of a community Compare the different shapes, color, materials of construction, roofs, chimneys, porches, and other features seen on the neighborhood walk.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
B. PEOPLE 1. Inter-Personal Relationship	Books: Billy and His Friends Follett Publishing Co. Happy Days With Our Friends Scott Foresman Co. Bryant, Bernice: Everybody Likes Butch Children's Press Stephenson, Millet: As Others Like You, Your Equitte for Young People McKnight Pub. Co. Records: Come Join In The Game Columbia Film: Little Black Lamb Cornet Filmstrip: A Neighborhood Picnic	Discussion: Playing with others. Show film of children at play on neighborhood playground or park. Discussion: Choice of games. With whom they play. When they must be home. Where they play. Games: Games: Playing games requiring taking turns. Show pictures of children in partnership play activities such as jump the rope and hop-scotch. Show pictures of common toys. Make simple puppets and develop cooperative plays.	Write experience stories about neighborhood happenings. Illustrate them for a bulletin board display. Plan a picnic with family and neighbors on a special holiday. Planning mother-daughter teams. Planning father-son teams Use of neighborhood parties. Use of neighborhood pools. Plant bulbs, seeds, slips at school--take home for Mothers or neighbors when ready to bloom. Discuss games suitable for all ages to play together. (Make a list of these games.
2. Inter-Family Relationships	Films: Pussycat That Ran Away Family Teamwork Allen Is My Brother Lets Build A House Books: Our Family Beckley Cardy Pub. Co.	Show film about cooperation in the home. Discussion: Keeping room clean. Answering telephone (use play phone). Individual family members: ways to be helpful, ways to be happy. Playing in the playhouse. Family of dolls.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL 1 / LEVEL 2
	Book: Billy and His Friends Follett Pub. Co.	Draw pictures of members of family.
	Records: Bowmar Sing A Song Of --- Helping Mother Fun With Daddy	Emphasize the role of the parent through the making of a large story book, poster or sand table models.
	Filmstrip: A Family Shopping Trip The Happy Family Helping Each Other At Home Saturday	Make gifts for family for: Special days, Father's Day, Mother's Day and Christmas.
3. People Work In The Neighborhood		
a. An Appreciation of People Who Help Us --The Postman, The Fireman, The Mailman, The Grocer, etc.	Records: Bowmer Album - Sing A Song of Home, Neighborhood The Milkmen The Policeman Singing Postman Our Helpers Church Bells	Present pictures of neighborhood helpers. One child lies on floor on a large sheet of paper. Trace around child and then the figure is painted to represent a policeman, etc.
	Film: Fathers Go Away to Work Helpers In Our Community Mailman The Fireman Firehouse Dog	Take children to neighborhood places where people work: the grocery store, the fire station, the post office, The Milkman comes to our neighborhood. Invite neighborhood helpers to come to room to talk to children.
	Books: Children's Press The True Books Policeman and Fireman Our Postoffice I Want To Be Books -- I Want To Be A Nurse I Want To Be A Teacher, etc. Big Treasure Books Big Book of Fire Engines	Responsibility of children to guests. Make booklets showing the people who work in our neighborhood. Build from blocks the store, bakery, etc. Role playing. Being the policeman, crossing guard, firemen --

50 CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
	Filmstrip: Librarian Community Helpers Father Works For Family Policeman Policeman At Work How Our Service Station Helps Us Our Neighborhood Laundry Study Prints: Community Helpers Helpers Who Come To the Home Neighborhood Friends And Helpers		

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
C. HEALTH			
1. Services		Discuss neighborhood health services. This may be the Doctor, the Nurse, the Clinic, the Hospital.	Discuss need for private and public physicians, clinics, hospitals and health departments. Invite nurse to classroom to demonstrate how she checks on sight and hearing. Discuss how often we should make a regular visit to the family doctor and to the dentist.
2. Personal Responsibilities		Discuss: How cleanliness is important to good health. Importance of brushing teeth, combing hair,& dressing clean when going out to play in the neighborhood. Do not share cleanliness tools, such as: comb, brush, wash cloth, tooth brush. Discuss ways of preventing illness: Plenty of rest, wear proper clothing. Play a good rest record. Helps children realize that soft music help one to rest. Play games and do exercises that encourage correct posture.	Discuss: Importance of basic foods. Effect of food upon the body when too much food is not good for one. Write stories about cleanliness & good health Make posters about personal cleanliness and/or care of clothing. List desirable habits of personal cleanliness. Discuss exercise, rest & care of clothing in relation to prevention of illness. Also use of disposable tissue when infected. Write & read experiences of illness showing symptons & effects. Make posters against common illnesses. Display pamphlets from health dept. List ways neighborhood can keep healthy & clean, i.e., home, yard, waste container.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
		Discuss how to recognize good posture & how to correct posture in walking, sitting, & standing. Accepting one's abilities & limitations in good health practices. Make a health booklet entitled "My Personal Responsibilities to My Neighbors". Discuss why it is my responsibility to see my own Doctor & Dentist. Discuss when we should visit the school nurse. Write a cooperative story about personal responsibilities in Health.	Read: rules regarding garbage and rubbish disposal. Posters on "clean up week". Discuss importance of sun, fresh air and water. Make a scrapbook of pictures showing good lighting, proper exercise & proper food. List things we can do well. List things we can not do well. Discuss behaviors expected of us in relation to what we expect of others.
D. SAFETY 1. Personal Safety		Discuss: Safety rules in the neighborhood. Obeying safety rules in the neighborhood. Read: Simple safety signs. Practice fire drill. Apply it to neighborhood situations. Invite the school nurse to talk about first aid. Show a first aid kit & all the items included.	Discuss: Ways of preventing accidents in the neighborhood. Safety signs around room - students obey signs in role playing activities. Draw pictures showing safety practices. Write & read ways fires can be started. Make posters for "Fire Prevention Week". Read the fire drill rules.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL 1

Discuss: Safety while playing games.
Children demonstrate the safe use of play equipment; such as jumgle gym, swings, and slides.
Discuss the meaning of the word accident.
How accidents may happen during play.

Develop Chart Stories
Using play equipment safely.

THE SWING

This is a swing.
Only one child can swing.
Two children cannot swing.
We sit in the swing seat.
We must not stand on the seat.

Take pupils to nearby parks. or playgrounds to use swings, slides, etc.

Discuss: some of the dangers of talking to or accompanying strangers.
Letting parents know with whom and where the child will play.
Suitable places for playing certain indoor and outdoor games.

Class Report: How safety rules were practiced during playtime.

Chart Stories: About safety rules.

LEVEL 2

CONTENT	RESCURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
		Collect Pictures: About recreasticnal safety.	
		Display Drawings: such as "Our class plays safely".	
		Develop Bulletin Board Themes: emphasizing safety rules	
		Group Discussions: Playing with strange dogs or animals.	
2. Safety For Others		Discuss why its not safe to play with guns.	List for your neighborhood: Safe places to play. Hidden dangers. Nearby freeway or busy streets. Safety signs in your neighborhood. Illustrate above, write or dictate explanation of each one.
		Discuss reasons why they should stay with the group or with an adult when they are in the park or in swimming.	
		Make Posters:-Illustrating hazardous places for children to play.	Dramatize: hidden dangers such as; old iceboxes, toys left in places where people walk, etc.
		Pictures: Abandoned buildings, river banks, and old refrigerators.	Discuss safe games to play with neighbors: marbles, jacks, hop-scotch.
		Practice safe ways of walking as a group in school. Practice ways of walking up and down steps correctly.	Demonstrate common first aid practices children can do. Wash the wound with soap & water. Apply bactine or cover with band aid.
		Demonstrate: Safe way of opening & closing doors.	Discuss: How to report an accident. Call an adult, Keep the number of the fire department for immediate use.
		Discuss safety practices for group travel before taking a trip to a public	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL 1	LEVEL 2
		building in the neighborhood. Tell about his duties & how he helps children.	Kinds of Disasters: How Junior Red Cross Contributions help others.
	Resource Person: Patrol Guard	Develop a Skit about the Safety Guard. Draw pictures about event.	
	Sponges & clean rags.	Demonstrate the safe way to wipe up liquids & sweep up broken glass.	
		Discuss: How to report accidents. Go to nearest neighbor. Who should give first aid.	
		Kinds of Disasters Joining Junior Red Cross & how contributions help others.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

E. LEISURE TIME

LEVEL 1	LEVEL 2
Make simple puzzles from large pictures.	Display pictures of leisure time activities in which families can participate
Draw pictures of ways to have fun.	

List ways to have fun at home. Learn to play dominoes, lotto, ball games, circle games, singing games.

Discuss making a store in a back yard (with permission).

Children may make scrapbooks of a common interest.
Older children may read to younger ones.
Show a film of children at play at the park.
Discuss kinds of things that children enjoy making by digging in the dirt. Where to dig? Digging equipment.
Making games and equipment for use in home, i.e., bean bags, checker boards, checkers.

Begin a collection of stamps, leaves, rocks, butterflies. Have them mounted & classified.
Collect pictures of people in sports, i.e., baseball players.

Listen to records for appreciation.

Make charts for keeping records of brushing teeth, good foods eaten daily, etc.

Have a book display. Each child displays his own book. He may write additional books during leisure time.

Discuss various organizations and their activities: Little League, Girl Scouts, etc.

Display pictures to illustrate leisure time activities such as hiking, bike riding, fishing, gardening, etc.

Make map showing location of places where activities are available.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL 1 / LEVEL 2
		Being identified with acceptable companions.
		Discuss behavior and customs at events.
		How to judge behavior of others.
F. VOCATIONS		List cooperatively various jobs you could do when you grow up. Draw a picture of the job you would most like to do someday. Dictate or write a story about the picture.
		List some adult jobs that you can already do.
		Make a simple application form. Children complete it.
		Dramatize applying for the job you feel you would be capable of holding.
		Discuss jobs held by people in the neighborhood.

SCHOOL

Section IV

Levels I & II

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
IV. SCHOOL			
A. IDENTIFICATION	Book: Our Homes and Our School by Dorothy Fraser Amer. Book Co.	Learn name of building and address of school. Display poster illustrating school rules. Discussion: Rules of the school, rules of the room, rules of the playground	
			Walk to learn: address of school, nearest cross streets Compare street numbers, school with house numbers. Identify surroundings: houses, apartments, factories, stores, mobile homes, fields, sidewalks, streets, curbs, roads.
1. Physical		Learn the location, purpose and ways of using classroom areas available to the child.	
2 Location and Type	Filmstrip On the Playground Cur. Films, color Gr. 1-3	Learn the way to the classroom lavatory, the playground and be able to travel about the school ground and from school to home	Walk to classroom from waiting gate (bus stop) until familiar with hallways turns, stops. Follow same path to and from room.
	Filmstrip: The Safe Way to School, Jam Handy, Color, Gr. 1-3 (to develop wholesome relationship among members of school group)	Discuss: Location of personnel. Proper standards for use of school facilities	Discuss location of room in relationship to (review for some): bus stop drinking fountain, cafetorium recess playground, noon playground, waiting lines (after bell), lavatories, fire drill lines.
		Cafeteria and lunch benches.	
	Filmstrip: In School Cur. Films, Color (sharing, taking turns in school) Gr. 1-3	Discussion: Chores in the classroom Sharing chores Ways of selecting pupils to do chores.	At the same time become familiar with location of: other classrooms, temporary classrooms, custodial supply rooms, office supply rooms plumbers work room, electricians' room,

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			kindergarten area, special rooms, offices containing rooms for principal, secretary, faculty, nurse
			Learn history of name of school, develop pride in what it represents
			Learn and practice room number. Relate to numbers of other rooms. Learn to relate proper direction of other areas to home room Home room North/South/East/ West/ of main school plant. From room walk N/S/E/W to playground, lavatories office, fountain, cafetorium, garden.
			Parallel to learning outside location, learn location within home room: doors, windows, place for wraps, blackboard, cupboards, curtains for A-V, supply closet, pencil sharpener, extra chairs, desks, light switches, air and heat controls, place and use of desk, shelves, clock, sink
			Learn locations within room Areas of activity: music, math, social studies, reading, arts-clay, paint, plants, animals time clock, weather clock,

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			calendar, quiet corners teacher's-visitors'. Sit on rug large group arrangement.
			Draw map large enough to place school location room location, areas of use, waiting lines etc upon it.
			Compare school surroundings with home surroundings.
			Record distances from home to school. Walk to home of a child, record step count.
			Ride bus with children, record mileage count
3. Services (to the student)		Learn the teachers' name and the procedures for working with him.	Make a list of all equipment tools and supplies in the classroom.
		Know about other teachers in the school and what they do.	Differentiate between these light switches, projectors, pencil sharpener, easels, electric clock, time clock board, chalkboard, bulletin boards, fire extinguisher, heat & air conditioner regulator, curtains, record player, cupboards, book cases, desks, file cases, windows, light fixtures, screen, films, knives, brushes wood clock, hooks, erasers tagboard stapler, blackout curtains rods, records, listening posts games, toys, books, tops, chairs, dividers, glass, bulbs, repair bulbs pencils, paper, paints, paper-plate clocks, cards (3x5) chalk, paper, staples fluid, fans, moisture, clips, pulls repair,
		Learn the principal's name and how to reach him.	
		Learn the name of the school secretary and where she is located.	
		Learn the name of the nurse where she may be found, and what she does.	
		Learn the name of the custodian and observe	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		what he does to keep the school clean. Observe what equipment and tools the custodian uses. Help the custodian by good work habits, such as cleaning up after work periods. Learn what kinds of work are done in the class-rooms. Learn about and appreci-ate work done by the different people in the classroom. Entertain some other school class & parents in class. Discussion: Reason for various school affairs. How each can help. Read: Posters about affairs	tape, earphones, containers, markers, dust cloth, polish, screws, clearners, dittos sheets. Develop why and reasons for need of equipment, tools, supplies and rules for using them. Obtain and record price lists of most used equipment, tools, supplies. Make lists of all equipment, tools and supplies not in class-room but for pupil use or com-fort: In the Cafetorium: for lunch for assemblies for beauty-decor In the Hallways: Roof, wastebaskets, beauty spots In Custodial Rooms: for repairs, for cleaning, for gardening On the Playgrounds: bars, slides, cement areas courts.
4. Schools of Many Kinds		Schools of the Handi-capped Junior High School Senior High School College	Develop acceptance and sense of privilege for special schools: Show films of physically handi-capped. Find pictures of handicapped. List equipment or tools in classroom not found in regular

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			classrooms. Discuss differences and likenesses of special classes & regular ones.
B. PEOPLE			
1. Identification of School Personnel and Roles	Book: About School Helpers by Hefflefinger & Hoffman Melmont Publishers Inc Studyprint: Community Helpers, Workers in our School. T.S. Denison Co., Color	Explain the role of the principal. Visit the principal's office. Introduce the children to him. Invite the principal to the room. Have the children make something for the principal's office. Write notes of "thank you" for favors done for the children Discuss: Need for people in authority Responsibilities of persons in authority. The Crossing Guard. The Music Teacher Playground Teachers or aids School Librarian.	List all the adults children see at school: Parents Teachers, secretary, noon duty assistants carpenters, gardeners, electricians, principal. bus driver, custodians, cafeteria workers. painters, plumbers, specialists; speech, music, nurse,dootor, psychologists. Categorize personnel as regular workers on campus. Maintenance workers who come & go. Management workers who are seldom seen, but who keep the schools running smoothly Discuss the meaning of the above and what or who are persons in authority. Learn the names of the people in authority who are seen daily. Visit their areas of work. Roll play their duties. clarify their responsibilities.
	Book: I Want to Be a Librarian by Carla Greene Children"s Press	Visit the Secretary Learn her correct name. Learn ways we can help her. Make decorations for office bulleting board.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	Pictures from Life, Sat. Eve Post, Parent's Mag. N.E.A. Journal, P.T.A. Mag. of workers.	Visit the custodian. Ask for suggestions of ways to help him keep our school clean.	Discuss meaning of persons in authority; campus, regular workers.
	Filmstrip: Lunch and Play at School by Jarn Handy, color Gr. 1-2	Visit cafeteria. Meet cafeteria workers. Discuss: How we can help make their work easier by being mannerly in the cafetorium.	Discuss the role and responsibility of: 1. The Principal Acts as link between Board of Education and/or Superintendent and regular workers through meetings, bulletins and personal contacts. Sets up rules for campus. Acts as supervisor and advisor for regular workers. Evaluates teacher effectiveness in the classroom. Becomes the public relations person in contacts with parents and community. Works closely with P.T.A.
	Songs: People On the Bus The Bus	Meet bus driver. Cultivate friendly attitude toward bus driver.	
		Invite him to your room. Have the children make something for him on a "Special Day".	
		Get and put together a school bus. Put dolls in the bus.	2. The Teacher Carries out the directions set by the Board of Education regarding class activities & instruction. Guides children in learning process. Sets up classroom standards. Reports the names of children with physical or emotional problems. Acts as mediator in childrens troubles unless important enough to involve Principal. Evaluates children's accomplishments. Discusses evaluations with parents. Keeps records on all children.
	"I Want to be a Teacher"	Discuss our responsibility for good behavior while riding the bus.	
		Dramatize: Rules for riding bus.	
		Discussion: Ways to help people in the community.	
		Courtesy in conversation to people in authority.	
		Cooperative stories.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		Draw pictures of the various people.. Make large booklet.	3. Secretary Acts as liaison between public and principal. Answers phone, gives general information. Sets up appointments. Keeps records of attendance. Types letters, bulletins, orders. Aids the principal in every way she can. Administers first aid to students when Nurse not on duty. 4. Custodian Cleans the buildings. Keeps fresh supplies in lavatories. Replaces light bulbs, repairs desks, delivers orders. Moves equipment. Takes care of physical emergency. Waters lawns & flowers. Keeps record of needs. 5. Cafeteria Workers Prepares food for school population. Serves the food Washes dishes Keeps kitchen clean. Keeps ample supplies on hand. Keeps records of all food and monies. 6. Noon Duty Assistants Supervises cafeteria and playground at noon. Reports accidents to office. Keeps records of children

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			Discuss the meaning of maintenance workers, skills, grounds, condition, school operation. Discuss the skills needed for work. Discuss the conditions that would require the services of workers: bus or taxi driver: Delivery and pick-up of children on daily basis. Special field trips. Carpenter: Broken windows, locks, equipment, leaky roofs, new cabinets, and shelves. Painter: Badly peeled paint. Dirty or marred places. Regular repainting. Electrician: Bad wiring, broken switches new wall outlets, air-conditioners Delivery Man: Delivery of mail, supplies, films, books. Pick up and deliver equipment. Gardener: Lawn & weed cutting.. Tree trimming. Plant shrubs and flowers. Observe these workers at their work from a safe distance. Dramatize the role each may play while on campus. Emphasize that while these people are on campus they, too, are persons of authority.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
2. Student-Adult Relationships	Book: Busy Morning in School Jarn Handy, color (Citizenship)	Role Playing How we should address the principal, nurse, custodian, other teachers. How do we show our respect to adults. Courteous, mannerly, cheerfully obeying rules.	Explain that each of these persons are in authority. That they are real friends. Visit the offices of each of these workers. Invite each to come and tell about his work. Make a book about school workers. Role play what each does.
C. HEALTH			
1. Services	Models of Nurse, Doctor Available through ESSCO Filmstrip: Workers for Health,	Discussion: Why the school has a Nurse. Why some schools have a Doctor. How they help us to keep healthy. Children visit Nurse's office. Have school nurse talk to children and explain reasons for: eye chart, scales, thermometer, tongue blades, bandages and other supplies.	Equipment for exercising: handbars, tether balls, slides, jungle gym, hop scotch, cross bars, race track, climbing nets, diamonds, courts, relays, rhythm areas. Mental Health: Movement to music, art, painting, creating, quiet areas, to be alone, discussion of problems. Medical Services: Nurse-Doctor for shots, psychologist for testing, scales for weighing, measure, first aid kits for abrasions, medical cards, record for emergency.
	First Aid - Teacher's Manual Student's Manual Presented by Johnson & Johnson Develop a unit		
2. Responsibility to Peers	Disney Film: ----- Cold Spreads	Discussion: How common diseases effect members of the class.	See film, discuss how germs travel, what one should do for sake of others.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND SUGGESTIONS	
		LEVEL I	LEVEL II
	Film: Silly Monkey	Symptons of illness as warning signals. How to prevent illness. Avoid [illegible] with symptoms. Staying home from school when we are ill. Our responsibility to help keep others from getting a cold: Cover mouth when sneezing. Cover mouth when coughing. Blow nose. Our responsibility for being clean and well groomed: Being careful of clothes at school. Changing to play clothes when going out to play at home.	Discuss how, when, why & whom one should help. Discuss & develop playground rules, emphasize helping others by setting example of following rules. Discuss & develop rules of courtesy in the cafeteria & manners that add to others pleasure when eating. Find pictures in magazines & make "I think of others" booklet.
3. School Regulations	Filmstrips: Care of Nose and Throat, Cur. Films, color, Gr 3-6 Cleanliness Cur. Films, color, Gr 3-6	Discussion: Why we must pass inspection from the school nurse before entering class after an illness. Why we must be neat & clean when coming to school.	Discuss & develop understanding of health cards. List & discuss other school policies: health, change of address, baby sitter, telephone number, notify teacher. Playground rules about wrestling, striking, running areas. Learn the satisfaction of doing a job well: starting on time,

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			have tools ready, completing on time, find uninterrupted areas in which to work (quiet corners). Discuss need for school regulations: Schedules: for arrival, for subject study, for recesses, for eating, resting. Time Allotments: based on physical needs, based on subjects studied, provide spaces to best be used. Class and School Rules: Arrive & dismissal signals, how and where to do things, keep things, observe things, experiment, research, contemplate. Develops Individual Responsibility: to care for lunch or lunch money, to put outer clothing away, to keep an orderly desk, to clean hands before & after using things, to use & replace; brushes, aprons, tools, newspapers, cleaners, magazines, sponges, books, games, papers. Develops Group Responsibility to Classmates: reminder helper guide
D. SAFETY 1. Personal Safety	Filmstrip: Street Safety	Practice - have practice periods in which children learn to enter &	Develop rules for different circumstances: when alone, when not alone.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	YAF, color, K-6 (basic rules for street safety)	leave the school building in a safe, orderly manner. Stress keeping hands to self, maintaining proper space between pupils, and the necessity for refraining from pushing, fighting, or playing.	Learn the right or wrong way is an individual decision. Learn to make better choices,
	Filmstrip: School Bus Safety, YAF, color, Gr. 1-6		Discuss the consequences of poor choices.
	Filmstrip: Larry Helps the Police Cur. Films, color, Gr. 3 (Larry sees a hit-run driver. Keeps himself safe).	Practice safe ways of walking as a group in school.	Discover & discuss basic rules to all work & play: kindness, courtesy, aware of surroundings, take time to think & plan.
	Filmstrip: We Make Some Safety Rules YAF, B&W, Gr K-1	Discuss-reasons why walking safely in the building is important.	Practice until best choice for each is found: time-study self, how long to accomplish task safely, compare with others, observe others, evaluate, improve upon tasks.
	Studyprints: Community Helpers Workers Who Keep Us Safe & Healthy, T.S. Denison Co., Color Gr. 1	Demonstrate - safe ways of opening and closing a door Also the accidents which may result if doors are opened & closed carelessly.	Choose a variety of ways to make best choices for basic rules: roll-play, sharing, reading, manipulating, dramatize, experiment.
	Film: Bicycle Safety	Invite - School Safety Patrol Guard to tell about his duties.	Discuss the meaning of Safety: safety, protection, safety signals, safety zones-areas, custody-custodian, policeman, guards-crossing guards, firemen.
		Develop a Skit - which demonstrates how the safety guard helps us. Draw pictures.	Discuss familiar situations in which children experience need for safety maasures.
			Make posters or pictures showing safety practices.
			List, after finding, fire alarms nearest homes of children.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			Telephone numbers to call in case of emergency. List emergency acts children need to know about: Signals out of order. Strangers who behave suspiciously. Smoke or fire. Bicycle riding-single file & single rider. Crossing guard areas. Rules to follow before crossing streets. Practice different ways of doing things - discover safer ways: Within areas in the classroom. On the playground. In the lavatories. On the bus. On the street. In the cafetorium.
2. Safety for Others	Book: Our Homes and Our School by Dorothy Fraser Amer. Book Co.	Demonstrate the safe way of passing pencils & scissors. Look at the pictures & discuss safe play. Practice fire drill procedure. Emphasize the importance of exiting quickly and quietly. Demonstrate safe ways in using the water fountain.	Discuss meaning of: laws, regulations, rules, consideration, group, population. Discuss group responsibilities to classmates: Protector, helper, spokesman, peacemaker. To classes or school population: How and where to play in yard. Behavior, example to others, how and where to wait after signals. Develop a sense of loyalty: to school & to classmates. to practice safety rules. to practice drills.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		Chart - showing safety practices to be followed at the water fountain.	to participate in school activities. to participate in class activities. to keep the grounds clean. to develop good relations. with all adults. with all children. Roll play & dramatize difficult situations as they arize to: clarify the problem, select choices, develop unity. Make or record best choices "I think of Others" booklet.
E. LEISURE TIME	Book: Good Times at the Park by Helen Bauer Melmont Pub. Filmstrip: The Picnic Cur. Films, color, Gr 1-3	Discuss - the difference of indoor & outdoor play. Children list appropriate indoor & outdoor games; Group games, Indoor free time. Have pupils draw about their favorite leisure time activities. Display pictures with a chart story about how children may use their leisure time wisely. Plan a school pet show. Make a scrapbook - used when the class discusses home or weekend leisure time activities.	Write stoies children tell about what they like to do, about what they'd like to be, about where they'd like to be. Illustrate stories. Make booklets "My Fun Time" Read or tell stories of children who innocently or intentionally break a rule (law). Let them finish the story --- what would you do? List places provided for leisure: parks, playgrounds, mountains, libraries, theatres. List games, sports, entertainment, hobbies, acceptable leisure time. List unacceptable activities and why they are so.
	Book: Our Homes and Our School by Dorothy Fraser Amer. Book Co.		

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		Discuss & Demonstrate - how certain group games are played. Explain the meaning of: team, your turn, out, & play leader. Have the class set up a play corner, where puzzles, blocks, clay, & manipulative toys are displayed. Discuss: quiet play as a way of spending free time. Encourage children to use materials in this manner when assigned work is completed. Also have children talk about their favorite toy & how they play with them. Draw pictures to share with other children talking about their favorite toy. Encourage boys to play with manipulative toys appropriate to their sex & age. Encourage girls to play with toys in the doll corner. Chart for knowledge of quiet activities when class work has been completed. Take class to Library in the neighborhood to participate in regularly scheduled story hours.	Discuss the meaning of leisure. Sublimate primitive goals, pleasure impulse.

	LEVEL I	LEVEL II
	School programs: bazars & fairs to learn to enjoy activities in a large group.	
	Take class to day camp for activities in handicraft, outdoor cooking, & group play.	
	Sing-along sessions.	
	Read stories to the Class.	
	Hand puppets in story telling.	
	Records of favorite fairy tales for class enjoyment.	
	Construct library corner with easy to read books.	
	Teach children to improve rhythm skills by tapping sounds to melodies.	
	Plan weekly storytime.	
	Discuss: How caring for plants or pets help us enjoy our leisure time.	
F. VOCATIONS	Write Chart Stories about work of the nurse, janitor, & members of the school staff.	Discuss meaning of vocation, job, hobby, goals, dreams, plans, mature within the law.
	Make scrapbooks.	Discuss people admired & successful.
	Make posters - jobs that are done at school.	Associate choice of leisure as a goal for a vocation:

Book:
Fun Around the World
by Patsy Scarry
Silver Burdett Co.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	Life, Sat.Eve Post, Fortune, pictures of vocations.	Discuss the duties of classroom workers; & responsibilities. Give children a chance to do a variety of classroom tasks thoughout the year. Make a chart of classroom jobs. Have pockets in charts to insert name of child whose turn it is to perform his job. Make a mural showing children performing classroom chores. Label the various children in the mural with names of children actually performing this task in the classroom. Plan a visit to the office of the school nurse or the school custodian. Class ask questions - What these people do? Children tell about at least one job for which they are responsible at home. Discuss what the members of their household do for a living.	Mending electric equipment, building shelves, boats, models, cleaning rooms, yards, (after play), sports, games, using muscle. Associate choice of classroom tasks as leading into a vocation: locking-unlocking door-guard; keeping attendance, lunch count - timekeeper; lights on-off - city inspector; cleaning-dusting - custodian helper, etc. Discuss choosing leisure time activities that may lead to lawlessness - list some: wandering along streets, sorting through trash barrels, bike riding on busy streets, wandering through stores-pilfering, on streets after dark. Make books of vocations & people.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		Discuss kinds of work done by school employees, such as kitchen & dining room help, custodial help, truck drivers who accommodate the school and policeman.	

COMMUNITY

Section V

Levels I & II

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
V. COMMUNITY			
A. LOCAL COMMUNITY IDENTIFICATION			
1. Geography	Record: Bowmer Songs for Children with Special Needs Round and Round the Village Book: Communities and Their Needs Edna Anderson, Silver Burdett Map of City	Look at a map showing local community. Use an opaque projector to enlarge a map of the community. Make a simple large floor map of immediate community showing directions north-south, east-west, right & left. Take a trip in community to shopping district, park. Build in sandbox a simple model of interesting things in community. Use blocks to build a community showing points of interest in the community.	Make map of community showing the main streets. Map of city block where student lives. Make maps of any field trips taken. Student report on location of his home, give directions on how to get there from different places in city.
2. History	Chamber of Commerce Local paper - Editor Old Time residents	Teacher may talk to children about history of community.	Invite resource people from Chamber of Commerce & residents to come to school & talk about early history of city. Take a field trip to historical sites. Find out when our school was built.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	Encyclopedia 1933 Earthquake		Find out how our schools were affected by 1933 earthquake. Borrow papers from local paper office of 1933 earthquake. Discuss cause of earthquakes & practice what to do in time of earthquakes.
3. Institutions			
a. Schools			
(1) Elementary		Make a booklet about your own school. Draw a picture showing the school. Discussion: Brothers and sisters who go to other schools How schools help us -- who pays for the schools. Use blocks to build our school -- place name of school on building.	Make a survey of institutions: Church School Library Jail Name Add: Name Add: Visit one each of above - get information from them as to name & address of others. Write letter for permission to visit, then a thank you note.
(2) Junior High School			
(3) Senior High School			
b. Churches		Locate churches in your community.	
c. Library			
d. Jail			
4. Industry	Community Map		Plan and discuss field trip to industrial area of city. Observe signs - especially

CONTENT	RESOURCE MATERIAL	SSUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			safety signs. Reports on field trip. Write or dictate individual stories of trip, illustrate them. Use map to locate industrial area in relation to homes, schools, recreational areas. Industry as a source of income.
5. Recreational Facilities	Record: Bowmer Sing A Song of Neighborhood and Community The Park	Plan a picnic at the park. Draw pictures that show the different things & the ways the children enoy them at the park. Make a roller "motion picture" using these drawings. Stress the importance of care of parks. Discuss: Things to look for: Birds, trees, flowers.	
	Filmstrip: Cathedral Films The Game of Might-Have-Been Recordings: Bowmer A Tree is Nice I Watch The World Go By Do You Hear What I hear	Write a story & draw a picture of something "I Might-Have-Been" Example: I think I Might Have been a rose -- I grow up from the ground, and wave my petals in the breeze, and spread perfume around.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
b. Playgrounds	Book: Community Helper Series Pat the Playground Leader		List games suitable to play at a park or on playgrounds. Who pays for these free facilities? Illustrate correct disposal of litter. Visit each facility. Dramatic play to show conduct at a movie. Discuss what has been done to make a pleasant experience out of going to movie.
c. Movie			
d. Swimming Pool	Film: Walt Disney I'm No Fool In Water	Discuss: Safety in water. Display: Pictures of children swimming.	Find Rules and cost of public pools.
B. PEOPLE			
1. Likenesses and Differences	Display Models of people who are different. Filmstrips& Record: Acceptance of Differences Globe Magazines, newspapers Missionaries Travelers	Discussion: Why we are different in color, size, speaking. Have children from different backgrounds bring things to share. Display: Pictures of people from other lands.	Collect & display dolls, toys, wearing apparel, coins, stamps & utensils from other lands. List common foods that originated in other lands (Spaghetti, chow mein, pizza, chili). List common foods that are grown in other parts of the world: (bananas, pineapples, sugar).

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	Stories: Bowmer Records Smallest Boy In the Class Just The Right Size Crow Boy I Wish I Had Another Name Books: Moy, Moy Leo Politi Scribner Jeanne-Marie Counts Her Sheep Francoise Seignobose Scribner Youngest One Taro Yashima Viking Filmstrip: Citizens in a Democracy, (differences in people) Cur. Films, color, Gr 4		Share information about festivals, holidays, national costumes, games & sports of other lands. Encourage pupils to find out how to say "hello" and "goodbye" in other languages. Display pictures of children of other countries.
2. Social Relationships	Pictures of Other Countries from Travel Agencies	Construction of a street in the community (houses, stores, trees) in the sand box on a table. Discussion: Care of yard Care of home Take a walk in the community to see care of homes. Community activities in which family cooperation is required.	Discussion: Children describe what they see in pictures. Stimulate creative thinking by asking such questions as: Which pictures show children doing things you have done? Which children are dressed as you dress? Why might they dress differently? Learn songs & folk dances which originated in other

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		Community cele rations relative to special occasions or holidays.	countries. Listen to and read poems, stories, & legends from & about other countries.
C. THE CITY AND COUNTY			
1. Geography	Books: Our Community by Dorothy Fraser Amer. Book Co. About People Who Run Your City S. Newman Melmont	Discuss land & soil in our community. Do we have hills, mountains, rivers, etc.?	Discuss physical features of our county and city by viewing a physical map. Point out how colors indicate physical features. Color a physical map. Discuss kind of soil found generally in the county. Bring in samples. Discuss closeness to the ocean and underground water.
2. History	Filmst ip: The City Cur. Films, color, Gr. 3 United Nations Book: Story of My City City Library Filmstrip: Business in the City (City of Community Series) E.B.F. Keeping the City Alive (City of Community Series) E.B.F.	Show a film of the history of our City. Teacher may tell the children about the history.	Discussion: Name of your county, compare size of your county with adjoining counties. How did your city grow? Discuss why cities were built near rivers, near the sea, in farm areas, etc. Discuss the term "ghost town". "Residential vs. Business". Communities & cities have been destroyed. How could this happen? Floods, drought, tornadoes, mine explosions.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			No community stands alone. How does organizations such as United Nations, Red Cross, American Heart Association & the Salvation Army help?
			Invite someone in the City to talk to the class.
			Write stories about the history of our city.
			Tour City Hall.
3. Industry	Book: People Who Work in the Country and In the City Judson Cadimus Books Big City Workers Urell Follett Co.		Discuss local industry & how it helps our community.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL I	LEVEL II
4. Cultural & Recreational Facilities			
A. Library	Filmstrips: Our Library & Our Parks & Playgrounds (Community Services) E.B.F.	Discussion: What children want to find out about the City Library.	
	Book: I Want to be a Librarian Greene	Plan a field trip to the library. Dramatize library activities. Make a chart of library standards.	
B. Parks	Books: Playground Fun E. B. Hastings Children's Press Schools Around the World Patsy Scarry Silver Burdette	Discussion: Things we can do at the park. Who takes care of the parks? Who pays for the parks and care?	
C. Swimming Pools		Discussion: Safety & courtesy at pools. Life guards and their duties.	
D. Other	Filmstrips: Travel is Fun, Parts I & II (Community Helpers Series) McGraw Hill, P.S. Trip to the Beach, A Trip to the Museum, A Trip to the Zoo, A. Filmstrip & Record: Knotts Berry Farm Marineland Los Angeles Zoo	Discussion: Any other facility in our community such as museum, historical monuments, zoo, observatory, gardens, theater.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
5. Government	Books: Let's Go to the City Hall Louise Wolfe G. P. Putnam Sons Town Meeting Means Me Mina Turner Houghton Mifflin Co. Filmstrips: Our Parks & Playgrounds (Community Services Series) E.B.F. America the Beautiful S.V.E. Maintaining Community Health YAF, color, Gr 4 Safeguarding Our Food YAF, color Gr. 5	Children vote for class leaders. Compare this form of government to parents voting for city and county leaders.	Voice Opinion: Boys and girls voice opinion in meetings & vote for leaders just as parents vote for community leaders. Discussion: What has been built in our community lately? Discussion & listing of ways government is at work in a community. 1. Library service (built with tax money) 2. Water supply 3. Food inspection 4. Police & fire protection 5. Park recreation. 6. Safe traffic lights (people voted for traffic lights & laws) 7. School government (rules & laws in school. A county government is the center for many communities.
D. CIVIC AND SOCIAL RESPONSIBILITY 1. Recognizing Rights	Filmstrip & Record: Recognition of Responsibilities Being Active in Government Cur. Films, color, Gr. 4 Test on Rights and Duties Cur. Films, color, Gr. 4	Have children vote on some of the issues which arise in the classroom such as the date for a party, choosing of a game or activity, or the selection of room helpers. Discuss - the respect which should be shown to other people's property and respecting others, by being courteous and kind. Make a good citizens chart.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL I LEVEL II
		Discuss - experiences which make boys and girls happy or sad. Have children identify feelings by studying facial expressions of people in pictures. Read appropriate poems and stories which illustrate acceptance and tolerance.
2. Obeying the Laws	Books: I Want to be a Policeman Greene Police C. B. Colby Filmstrip: A Good Citizen Obeys Rules and Laws YAF, color Gr. 4	Children should help to develop classroom rules which are needed in maintaining a well-ordered classroom. Discuss - the need for rules in school & community. Have children tell in their own words why it is necessary for children and adults to live within rules. Consequences if rules are not obeyed.
3. Participation in Community Activities		Discuss some of the basic reasons for observing major holidays. Make pictures and develop other simple art projects which are associated with the observance of special holidays. Make individual story booklets about: Thanksgiving, Columbus Day, Washington's and Lincoln's birthdays. Read stories about the Pilgrims, Columbus, Washington, Lincoln, and others. Display pictures of the President. Talk about how they choose the president. Place a poster on bulletin board so that the children can become familiar with it. Discuss: Boy and Girl Scout Groups, 4-H Clubs.
4. Safety		Display pictures illustrating safety rules. Show safety films.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

Discuss Safety rules: on the street, reporting a fire.

Read simple safety signs. Act out simple safety rules.

Draw pictures illustrating ways children can help clean up to prevent fires.

Discuss where and how to get first aid. How to report accidents. Who should give first aid, Red Cross and other helpers in disasters. Belonging to Junior Red Cross as a way to be a helper. Do a project for a Junior Red Cross.

Take a walk to observe stop signs, crosswalk, and traffic signals. Emphasize safe crossing practices. Practice crossing the street with the green light. Make a chart:

> Are you a safe walker?
> Do you look ahead?
> Do you take one step at a time?

Explain the meaning of the caution light.

Have pupils tell about the route they take from home to school.

Develop safety skits - safe behavior on a bus. Demonstrate safe ways to cross the street. Make a Display - common traffic signs and railroad crossing signs.

LEVEL II

E. VOCATION

Study Prints:
Fire in the Forest
Valcraft B&W

Bakery
HiWorth B&W

Boats, Ships & Harbors
Instructional Prod. Co.

Discuss: Jobs I want to do when I grow up.

Discussion of yourself.

1. What kind of training will I need for the job I would like to get?

2. What are my chances for getting the job I want.

CONTENT

RESOURCE MATERIAL

Filmstrip:
An American Farmer
EBF, color, Gr 1-3

Boats and Ships
Jarn Handy
color, Gr 3-4

Books:
Trucks and Trucking
Walter Buehr
Putnam

The Fisherman and His Boat
Louise Floethe
Scribners Sons

Tuna Fishing

I Want to be a Farmer
Greene, Carla

I Want to be a Baker
Greene, Carla

I Want to be a Nurse
Greene, Carla

I Want to be a Truck Driver
Greene, Carla

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

3. How many jobs will I be able to do? List the jobs.

4. How do I determine my interests?

5. How do I determine if I can do the job I choose?

Engage in dramatic play using some of the jobs listed by the class:

1. Farming
2. Army
3. Gas Station Attendant
4. Custodian
5. Beauty Parlor
6. Receptionist
7. Store Clerk
8. Factory
9. Bakery
10. Library Aide
11. Nurses Aide
12. Waitress
13. Truck Driver
14. Fisherman

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
VI. STATE A. STATE IDENTIFICATION 1. Geography	Map of U.S.A. Map of California Outline Map of Calif. California puzzle Map showing Calif. missions Filmstrip: Physical Environment, Filmstrip Service, Color Pictures: California Indian Days Books: When California Was Young, Belle C. Ewing California Rancho Days California Mission Days Film: California The Beautiful Citrus-The Golden Fruit Sacramento-Capital City of California	Locate where we live Locate Pacific Ocean Locate important rivers & parks Locate important cities Locate capitol Discussion: Meaning of state in address Calif. is our state Calif. has a governor Men and women are elected (chosen) to make the laws for the state. The Capital city is Sacramento Locate other cities in the state where pupils have visited and write stories about them. Make state flag by using construction paper - also state tree. Children write a short group story about the filmstrips.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		Take a short walk around school to see state flag for drawing. Illustrate recreational activities: camping fishing swimming boating Learn about Calif. State Symbols: State tree: Redwood State flower: Calif. poppy State animal: Grizzly bear Use a large map of the State of California Locate where we live Locate Sacramento Locate other cities in the State where the children have visited	
	The World Book Atlas The World Book Filmstrips: Jam Handy Organization 2021 E. Grand Blvd. Detroit 11, Mich. 1. What is a map 2. Coast Lines & Their Symbols 3. Landforms & Their Symbols 4. Lakes, Rivers, & Their Symbols 5. Calif. & the Southwest		Review known identity town, city, county, state, country, continent. Identify above on globe, in atlas. Find Calif. as one of states of union then alone in atlas, on classroom roll maps. Review water formation terms to identify So. California

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL I
		LEVEL II coast island mountains shore valley beach hills alluvial fans desert On clear day wlak to area where mountains - hills (Signal Hill) can be observed Discuss and name the ocean of the western boundary of Calif. Learn meaning of Pacific. Learn there are three other oceans: Look at and discuss world maps of climate, vegetation, rainfall, agricultural regions to compare these areas and locate those similar to California. Develop a feeling of privilege and awareness of greater opportunities because of climate & location of California. Learn the location of the four great regions of Calif. Make booklet of these regions: Remove pictures & map (p. 200) from old geography books. Place pictures of topography and industry from each region: Mountain, coast, desert, Great Central Valley. Learn & name the mountain ranges seen from the community.
	World Book Atlas, 1965 revised printing Filmstrip: Life in the Eastern Mediterranean, Ency. Brit.	
	Books: Our California, Irmagarde Richards, Cal. State Series, 1952 California Today, p. 256, Cal. State Series, 1957	
2. History	Film: Pledge of Allegiance Calif. 50 yrs. Ago, Still film, B & W	Teach correct words of the pledge

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	Film: Historic Places, Eyegate, Color, Gr. 4		
	Filmstrip & Record: The Gold Rush		
	California Almanac, p. 1-48, Editor - Adolph Stone, Calif. State Series, 1965		Tell the story of California's history by reference to developments on the Atlantic coast at the same time.
	(2) California's Own History, John and La Ree Caughey, Calif. State Series - 1965		Read to or tell the stories (biographies) from selection of each unit of Cal. Own History.
	(1) Helen Bauer Books, Calif. Series 1957		Dramatize stories. (1), (2)
	Pictures from: Modern Calif. Calif. State Series, 1950 pp. 188-192		Make a mural of each period.
	Filmstrip: State Emblems S 23		Make a booklet of pictures of Calif. History
			Make a booklet of famous men and women of California. (2)
			Make the Calif. bear flag on cloth. Use a stick to complete the flag.
			Display the flags.
			Different members of the class choose one of the following symbols or events to draw, color, and write a story about: State Motto: Eureka (I have found it) State Bird: Calif. Quail

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			State Flower: Golden Poppy State Animal: Calif. Grizzly bear State Fish: Calif. Golden trout State Tree: Calif. Redwood Learn the State Song, "I Love You, Calif." Make a State Seal as a class project.
3. Conservation practices	Forests Fire Lumbering Resources Water Wildlife Trees Books: There Stands the Giants, Harriet Weaver, Sunset Jr. Water, Water Everywhere, by Mary Walsh	Discuss the filmstrips.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	California & the West, 1965 Calif. State Series		Read about the story of Arbor Day *P. 204
	* California: Our State Today G. S. Brown, Ginn & Co., 1963		Learn the Conservation Pledge (3) P. 8
	(3) California, Heritage of Riches Harr Wagner Publishers, 1965		Discuss conservation through reading selections from each unit of (3).
	Filmstrip & Record: Trees		Dramatize A story found at the end of each unit (3)
	Lumber		Follow the "something to do" and "somewhere to go" suggestions at end of selected unit (3).
4. Recreational facilities	Filmstrip & Record: Sequoia	Discuss film and parks that have been visited by children and parents	Read and learn about State & County Parks, * p. 158
	Yosemite		

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
B. PEOPLE AND THEIR WORK 1. Motion pictures	Filmstrip: Motion Picture Industry	Talk about favorite television and radio programs. Show pictures of popular radio and T.V. stars. Discussion: Time to watch T.V. Dramatic play activities with records. Make pupets to dramatize stories. Sing songs heard on T.V. movies or radio. Discuss attending local movies. Discussion: Kind of shows (movie house, drive-in) Discuss: Cost of admission	Map study: Locate the motion picture industry in Calif. Field trip: To motion picture studio. Divide into committees or work as a group to make a motion picture. 1. Idea: Let the class decide on the story. 2. Script: Think out the story in succession & the teacher writes it on the board. 3. Technical Staff: Scene designers decide on the setting. (Keep it simple) 4. Actors: The class decides on actors and actresses (stars) for the motion picture. 5. Director: Helps place actors & the scenery. He may be in the motion picture too. 6. Film Editor: Makes arrangement of the entire motion picture. This may be the teacher. Give the movie for other groups.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
2. Transportation	Study Prints: Boats, Ships & Harbors, Instruc. Prod. Co., Color	Discuss the child's own world of transportation: doll buggies, skates, wagons, tricycles, the school bus, and so on.	Discuss - Travel manners - why they are important & how they should be practiced.
	Music for Young Americans, Book One	Learn song about a child's world of transportation. Suggestions: "My Tricycle" & "The School Bus", "I'll Skate on My Roller Skates"	Talk about how to recognize a reliable adult when seeking information.
	Filmstrip: Airplanes, Gr. 1-3 Bus Driver, Gr. 3 Railroad, Gr. 3 Boats, Gr. 3 Automotive Workers, Cur. Films, Color	Discuss: How their families will get to where they are going on vacation trips - by car, boat, bus, plane, or train.	Make a chart on travel manners for ready reference.
		Discuss feature of each of these kinds of travel & learn the names of the people who operate them (driver, pilot) etc.	Have a skit about a child who got off the bus at the wrong stop and what he did to seek help.
		Make a transportation mural.	Give a playlet in which children ask for information regarding transportation.
		Have the children plan what is to be included (trains, boats, etc.) Set up teams.	Write group or individual chart stories about trips taken.
		Make tin can trains.	Make a display of pictures of various modes of travel.
			Have each pupil tell about a trip taken by plane, car, bus, or train. This should include destination, length of travel time, & the emergencies or incidents which delayed or interfered with the trip.
			Have pupils classify modes of travel as "fast" or "slow." Let them tell their experiences with each mode of travel and why their family decided to

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

Cover empty cans with construction paper. Draw on details.

Make cut & paste boats.

Make cars. (Cut car shaped pattern from light weight shirt boards.)

Make paper planes. (Construction paper)

Read & Discuss: Harbor & Boats Tugboats, fireboats, ferry boats, sailboats, speedboats, police boats, pilot boats, fishing boats.

Discuss: Freighters--many types - lumber boats, fruit boats, refrigerator boats.

Visit the airport.

Show pictures & discuss airplanes - jet planes, seaplanes, helicopters.

Visit the train station.

Take a train ride.

LEVEL II

use a particular mode of travel.

Have pupils give simple description of an airport, bus, or railroad terminal, including location of rest rooms, ticket offices, and baggage rooms.

Display large map on the bulletin board. Trace routes taken by pupils on their trips.

Have them write stories about their trips.

Play travel games.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		Recognize the name & use of freight trains, stock cars, hopper cars, caboose and passenger trains.	
		Read & discuss: Trucks - Gas trucks, gasoline trucks food trucks, mail trucks, air conditioning trucks.	
3. Agriculture	Filmstrip: Farming	Collect samples of the different products made from our many crops.	Take the class to visit a farm to become acquainted with plants which are used as food.
	Filmstrip: Cotton	Collect pictures from flower catalogues.	Take the class to the County or State fair to see a variety of produce. Have children list foods under categories of fruits, vegetables, and animals.
	Book: The First Book of Cotton, Matilda Rogers	Make a class chart showing the different kinds of crops grown in Calif.	Have children collect and make a display of common plant seeds. Draw pictures of the fruit, nut, vegetable or weed produced by each seed.
		Discuss: Varieties of fruits that are grown in Calif.	Read stories which help children understand how plants provide shelter and clothing. Develop a picture file about some of the things we get from plants.
		Plan a movie story showing fruits of Calif. Invite another class to share movie story.	Have children grow plants from bulbs and seeds in the classroom. Encourage children to assume responsibility for the care of plants.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			Have children find pictures of different kinds of meat. Identify the meat by name and by the animal from which it comes. Read stories about and discuss how man uses animals, birds, insects, and fish. Develop an illustrated scrapbook about some of the ways that animal life is useful to man.
4. Mining	Filmstrip: Gold Mining Iron & Steel, Long Filmslide, Gr. 5 Coal & Iron Workers, Cur. Films, Color, Gr. 6 Oil Workers, Cur. Films, Color, Gr. 4 Book: First Book of Mining Patricia Makun, Watts Co.	Discuss film and experiences of children.	Read: Early Spanish settlers and cowboys and their experience with "oily pitch" near L.A. Locate on a map: Chief oil fields in Calif. Rich gold veins in Sierra Nevada foothills. Steel from iron in Riverside County. Mercury mined near San Jose Iodine near Los Angeles Pictures: Locate pictures of underground scenes of mining. Discuss these pictures. Write a story about one kind of mining in the state. Illustrate story.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
5. Manufacturing			Take a field trip to nearby factories in the community. Write stories about people who perform unskilled jobs. Stress the positive personality traits that these people must have to perform these unskilled jobs successfully. Make a scrapbook showing the jobs of the pupils' parents or guardians. Have a skit showing what might happen if a worker failed to do his part of a job. Develop a skit which can illustrate the results of a worker's having superior work habits.
6. Forestry	Study Prints: Fire in the Forest Walcraft, B. & W. Filmstrip: The Lumber Mill, Cur. Films, Color, Gr. 4	Discuss: Purposes for which we use trees. 1. Shade a. Where do we use trees for shade? Around houses, in parks, along streets, in school yards 2. Beauty a. Take a walk to see a new home with no landscaping. 3. Food a. Have an exhibit of fruits & nuts from trees.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		b. Observe fruit growing on neighborhood trees Field trips in the neighborhood to observe trees Make Carry Bags for collecting leaves. Make crayon & sponge prints of the leaves. Paint tree pictures.	
	Filmstrip: Lumber		Read to children: Logging stories. Discuss: Why early logging could only be done near a river. How logs are moved today. Peeling fine logs to make plywood. Paper as a wood product. 150 tree-farm programs in state. List: The most important kinds of trees used for lumber. Find pictures of these trees.
	Films #5684 How Trees Help Us Conserving Our Forests Today #4552 Adventuring in Conservation #2415	Learn the story of lumber from the forest to the finished board. (Read stories, see films). Collect samples of lumber used in houses: pine, fir, redwood, etc.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	The Lumber Yard #4672	Discuss: How do the carpenters cut the lumber for various parts of the house? Discuss: How do they conserve lumber? Show the class how each child can do his part in saving our trees. Learn "Smokey the Bear" song. Draw pictures of people enjoying parks where beautiful trees grow. Read poems about trees.	
	The True Book of Trees Udry, Janice, A Tree is Nice	Discuss trees in the neighborhood and what a family must do if a tree needs to be cut down (or planted) in front of one's home. How do the people in neighborhood care for their trees? Why do city workers sometimes trim the trees? Look at pictures of trees. Discuss shapes & leaves. Discuss how trees get food. Discuss how tree sends moisture to leaves.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		Make a tree map of the block in which you live or school.	
		Make blueprints of as many kinds of tree leaves as you can. Label them.	
7. Fishing	Songs: Sea Horse Ten Little Tadpoles Food from the Sea, New Horizons II Song of the Sea Shore, The American Singer	Look at pictures of fishes in books.	
		Visit a big aquarium.	
		Set up an aquarium.	
	For Listening: At the Sea Shore, W.W. & I. Robinson	Read & discuss kinds of equipment used to catch fish.	
	Study Prints: Boats, Ships & Harbors, Instruc. Prod. Co., Color	Draw or paint a fishing port, a fishing boat.	
		Share a fishing experience	
		Discuss: What are some interesting things we might see and do at the beach? 1. Look for shells 2. Look for starfish 3. Look for pretty stones 4. Look for different kinds of boats.	
		Start a shell collection	
		Make a finger painting, putting sea life into it.	
		Make a mobile aquarium out of a large cardboard box,	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
		suspending sea life in it.	
	Filmstrip: Fishing Industry Book: Tuna Fishing		Field trip to tuna industry Read books about different kinds of fish. Make a scrapbook on other commercially important fish in Calif. Write a story about the picture of the fish you bring. Make a mural about fishing.
C. GOVERNMENT			
1. Services and responsibilities to the people	Filmstrips: Test on Rights & Duties, Cur. Films, Color, Gr. 4 Being Active in Government, Cur. Films, Color	Discuss - people who come to our homes to protect us: Policeman, fireman, public health nurse. Discuss places to go for help: hospitals, police dept., fire dept., clinics. Make posters, and draw pictures of these people and places. Take children on field trips to these places.	Review need for rules. Idea of freedom to choose carries responsibility. Associate rules with laws children obey daily - walk or ride with signals - crossing streets - walking on sidewalks - bike riding - subdued talking. Discuss laws of community, city, county, state: - compare: streets' names house numbers highway signs & numbers. Define & discuss by association of above: government, local laws organization, county laws, civics, state laws.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	*Calif. Our State Today Still films: Land transportation Water transportation Air transportation The Story of Trains Early Communications Electricity in Communications		Read and discuss how government serves its people. Transportation: highways, waterways, railways, skyways * p. 164-202 Communications Review conservation practices, associate with government service. * p. 206-219
	Still films: The County Fair The Girls' 4-H Club The City Park Policemen at Work Firemen at Work The Fire House Coast Guard at Work The Story of Time The Story of Weights & Measures The Story of Lighting and Heating Post Office Workers Workers for Health Coast Guard Rescue The Story of Money		Look at still films listed, associate each one with services of the government - our way of using tax money to create unity & betterment within the community, county, state and nation. Distinguish between & define these services: local, county, state, federal. Discuss & review organization of schools. Support from taxes Method of acquiring funds Use of funds Support from local, state, federal funds Review health services, associate with government service. Discuss employment services of the government. Dramatize these services to clarify concepts.
	Conduct & Behavior Still films: In School On the Playground In Public Buildings The Picnic On the Street Health & Safety		

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
2. Organizations		Display a picture chart of the Governor. Stress the Governor's name and the fact that he is a very important person. Discuss - that the most important leaders are chosen by the people through voting. Participates in making some simple group choices recognizing that the decision of the majority will prevail. Vote for pets' names, etc.	Observe an election day at school. Read the signs - discuss the flag, voter lists, other identity. Associate elections with government organization: method of choosing leaders, local - mayor county - commissioners, state - governor, nation - president. System of controls & helpers for the leaders through congress- state, federal; local: city council; courts - local, county, state, federal. Dramatize the way each is influenced or comes in contact with the above services.
	Filmstrip: Responsibility Playing in City Streets California Almanac Cal. State Series, 1965, pp. 49 - 98 Filmstrips: American Way of Life Our Heritage & Freedom Making Democracy Work How Our Democracy Developed Education in a Democracy How Laws Protect the People How Government Helps the People Being Active in Government		

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			Practice election & government organization within the classroom. Discuss the armed services. Discuss the current news of war. Discuss, interpret and clarify concepts through viewing the listed films. Review the services in government - local: city, schools. Discuss jobs within city: Recreational areas - gardeners in parks - helpers - grass watered, clean, picnic areas clean; flowers, bushes; clipped, planted. Public pools - life guards - helpers - issuers of towels, keeping showers, pools clean. Public buildings - maintenance engineers - helpers - cleaning buildings, repairing furniture, glass, file clerks, guides, elevator operators. Public collections - garbage, meter readers, street cleaners, meter checkers, parking helpers. Public schools - helpers - office, maintenance, cleaners, repairers, guards. Law enforcement services - helpers - clerks, cleaners, checkers. Fire protection - helpers - inspectors, safety reminders.
D. VOCATIONS			

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			Health protection services - helpers - guides, clerks, cleaners. Streets & sidewalk services. Review services at state level in above categories. Discuss other or enlarge upon services: Road maintenance Freeway landscaping Bridge, tunnel, overpass, under pass building, repairing. Garage maintenance for buses, railway, airplanes, state autos used by engineers, health services, etc. Discuss kinds of work and needed services within various Calif. industries: auto manufacturing, assembly line work, stock pilers, loaders, unloaders. Motion pictures - delivery boys runners, mob scenes, clerks, helpers. Agriculture - harvesting, maintaining machinery, boxing, loading & unloading. Transportation - assembly line repair, signal man, change make. Forestry - planting, watering, grading, marking flora & fauna. Park maintenance. Fishing - cannery helpers. Other work at the harbor - loading, unloading, dock workers, stevedores.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL I

LEVEL II

Emphasize & develop attitudes of the dignity of all labor and the joy of a task well done.

Identify jobs within room with future occupation or vocation.

Make bulletin board, rotate jobs.

My Name	My Job Now	What I May Someday Be
_____	Door monitor	Guard, Night watchman
_____	Lights	City power checker
_____	Waste baskets	City collection
_____	Animals, plants	City shelter
_____	Sink, paints	Custodian
_____	Drinks, host	Water checker
_____	Date, calendar	Ticker tape checker
_____	Weather monitor	Weatherman
_____	Pledge	Flag raiser
_____	Dust; beauty spot	Decorator, cleaner
_____	Messenger	Delivery, checkers
_____	Games monitor	Recreation parks
_____	Ball monitor	Bat boy, locker guard
_____	Line monitor	Transportation checker
_____	Host, hostess	Restaurant, hotel, club
_____	Free weeks	Vacation plans

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
VII. NATION AND WORLD			
A. IDENTIFICATION			
1. Geography	Books for Teacher Use: The Little Geography of the Wide World, M. Payne, Houghton Mifflin Co. The Mississippi, P. Lauber, Garrard Pub. Filmstrip with Record: Daniel Boone's Wilderness, Rivers & Roads to Miss. Globe Maps Magazines Newspapers	Show difference in wall map & globe. Point out U.S. & California	Collect pictures of foreign cars--locate countries where they are made, e.g., Fiat-Italy, Toyota--Japan, etc. Use a large map to point out the nations of the world. List the continents and oceans. Give each pupil a desk copy of a world map and have them locate the continents. Make a mobile to show the sun and moon in relation to Earth. Use a world wall map & a globe to find the continents and oceans. Use an overhead projector and make a large world map for the bulletin board. Color mountains of world. Pinpoint areas highly populated.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			Locate important rivers, lakes and oceans.
2. World as the home of man	Books: Water, Water, Everywhere, M. Walsh, Abingdon, Cokesbury Press Changing the Face of N.A., Fauber, Coward, McCann, Inc. Study Prints: U.S. Today, Hi-worth Filmstrips: Earth is Always Changing, Eye Gate, Color, Gr. 2-3 In the Summer, YAF, Color, Gr. 1-2 In the Winter, YAF, Color, Gr. 1-2 Weather & People, Cur. Films, Color, Gr. 4-6 Missionaries Travelers	Discuss climate and how people enjoy the climate of Calif. & other parts of the world.	Discuss how climate affects man. Discuss climate in various parts of world. Discuss climate in relation to homes in various parts of the world. Report by returned missionaries Have people in community who have taken pictures on trips to other countries come to school to talk and show pictures to class.
3. U.S. in relation to other nations	Books for Teacher Use: You and the Constitution of U.S., P. Witty, Children's Press Our American Heritage, K-14, L.A. Bd. of Ed.		

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	Filmstrip with Record: United Nations Filmstrip: Sing a Song of Friendship, Part II, Popular Science, Color, Gr. 4-6 (How United Nations began). Jr. Red Cross material Fruits and canned or packaged food from other states or other countries Maps		Acquaint class with United Nations, World Trade & World Court. Discuss the struggle for food and raw materials all over the world. Make favors, toys, cookies, etc. for holidays for people in hospitals. Report on help the Red Cross gives in an emergency. Class and teacher bring in food imported or from other states - locate these places on maps. Discuss probable routes taken to get to local stores. Visit a store specializing in imported foods. Prepare and serve some of these foods Visit library to get information on nations in which they are interested. Make a display of foreign made articles. Discuss why so many things are "Made in Japan" instead of in our country.
		What happens to the Red Cross box that was filled by the class? Why do we fill Red Cross boxes?	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
			Make scrapbooks with pictures of other countries. Fill out forms requesting brochures from travel agencies.
4. History	Books for Teacher Use: The Little History of the Wide World, M. Payne, Houghton Mifflin Co. About Our Flag, E. Rees, Melmont Know Your U.S., G. Ross, Student Enterprises Filmstrip with Record: Story of the Star-Spangled Banner Discovery of America Washington, D.C. Our Country & Our Nation's Capital How Our Flag is Made Study Prints: Washington, D.C., Lowman, Color Flags of our country and other countries Records Poetry Books	Read stories to the class about people and living conditions in the stone age to make children aware of the differences in today's living. Learn patriotic songs. Talk about why songs were written.	Locate the leading natural resources all over the world. Discuss the stone age. Write a group story. Have each child illustrate the story. Dramatize events in history of U.S. Murals for Columbus Day and other holidays Plan program for Memorial Day--have it outside around the flag pole, invite parents. Learn well-known patriotic songs - have records for listening time. Poems - to listen to, illustrate, e.g., Landing of the Pilgrims, In Flanders Field.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
B. CURRENT WORLD PROBLEMS			
1. War		Children should be given the opportunity to talk with the class about family members who may be in the service of the U.S.	
	Maps		Locate countries involved in current "Cold Wars".
	Newspapers		Invite people returned from war area to come to school to talk to class.
	Local people involved		Have children report on anyone they know who is involved in war area.
C. PEOPLE			
1. Living together	Books for Teacher Use: The U.S.A. (land, people, & industries), F. E. Compton & Co.	Show study prints and discuss people of the world and how they have different customs, cultures, and racial and language differences.	Discuss different cultures, beliefs, traditions, customs, & traits. Discuss barriers such as religion, education, racial, and language differences.
	Resource people in the community--example: Mexican parent		Cut out pictures of food of various countries. Play a game. Draw out pictures and guess which country.
	Funds available to buy food		Have any parents from other countries come to talk to class--show things from their countries, teach a dance, teach a game, or how to make some special food from their country.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES	
		LEVEL I	LEVEL II
	Pictures of other countries from Travel Agencies		Plan & serve foods from foreign countries, e.g., chop suey, taco, etc.
	Maps		Plan a typical American breakfast - find out from where each thing came.
	Globe		Encourage any signs of excellence in any of the sports.
D. VOCATIONS	Sports equipment		Discuss and practice the health habits, training, characteristics that contribute to success of sports participant.
			Have any local people in sports come to class to talk about the above.
			Help students to get involved in leagues sponsored by Recreation Centers
			Encourage signs of excellence in music.
			Collect pictures of favorites in the field of music. Write a story about them.

S E L F

Section I

Level III

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
I. SELF A. PHYSICAL 1. Identification and Function of Body Parts	Filmstrips: You and Your Five Senses You the Living Machine	Discuss & make a list of the important parts of the body. Make up a sentence about each word. Make up Work Sheets about the list of words & the sentence chart: Matching - word list & picture list. Alphabetize list & look up words in the Dictionary. Sentences with blanks for body part words. Questions about these sentences. Crossword Puzzles of word list of body parts.
a. Skeletal System Posture	Film: About the Human Body color 15 minutes By animation, the film expresses the function of bones, ligaments & muscles. It also shows the working of the nervous, respiratory, digestive & circulatory systems. Film: The Human Machine color 15 minutes The following systems are illustrated & their functions are discussed by comparing them with their counterparts- useful man-made machines. 1. Skeletal system 2. Coordination of muscular & skeletal systems 3. Digestive & assimilation systems. 4. Nervous system. 5. Circulatory system.	Discussion - Vocabulary skeleton — arms — hands - thumb Bones — legs — nails joints — feet Make a chart of the body parts, using pictures cut from ads in magazines. Commercial charts: Skeletal system, muscular system, nervous system. Make ditto copies of charts for student's use - leave blanks to fill in.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Filmstrip: Your Bones an explanation of the body's skeletal structure & function. Film: Muscles & Bones of the Body The film emphasizes the importance of muscles & bones to the internal & external functioning of the human body, showing how tendons, joints, muscles & bones of the skeleton work smoothly together as one unit. Posture in Motion color 9 minuts Teenage girls demonstrate correct & incorrect principles of body movement in walking, standing & sitting. Music: folk song - "Bones" page 184 Music in our Country, Gr 5 also recorded.	
b. The Skin and the Sense of Touch	Book: Your Health and You Jones, Morgan & Landis Calif. State Series Gr 5 Ch. 1, p. 9 -33 Film: You and Your Five Senses color 8 minutes Disney Jiminy Cricket film - Man's senses & those of animals are compared.	Discussion: The Sense of Touch - sensitivity to heat, cold, pain, touch, pressure. Function of the Skin - protection, cooling, regulation of body heat. Sweat glands, oil glands, fingerprints & footprints, calluses. Fingerprints - Use stamp pad & magnifying glass. Make prints of each child's fingers.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Filmstrip: Your Skin Explains how skin, hair & nails serve as protective covering for the body. Film: Discovering Texture Color 17 minutes Every surface has texture, & an object may have several textures. We learn about textures by touching the surfaces. The film shows how man uses paints, tools & materials to change the texture of some surfaces.	
c. Internal Organs	Model of Torso with removable organs. Model of heart Film: Circulation & the Human Body Color 10 minutes The function of the heart is explained. Filmstrips: You the Human Being Jiminy Cricket points out the major difference between man & animals - that can think & reason. Shows that while some animals have certain keener senses than man has, man still dominates the animals because of a highly developed mind.	Request the school Nurse to give a lesson (or series of lessons) on parts of the body & their functions. Discussion: list vocabulary & functions Heart Intestines Nerves Lungs Stomach Brain Kidney Muscles Liver Blood-veins Make up sentences (definitions) for each term. Make up work sheets about the sentences - leaving blanks; crossword puzzles, etc. Bring in samples of animal liver, kidneys, etc. from the butcher. Discuss first aid procedures for stopping bleeding. Commercial Charts - Graphic Health Series Muscular system, nervous system, circulatory system, blood and lymph, Respiratory system, respiration, alimentary system. Dcuplicate charts for student use, leaving blanks to

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Your Blood System Explains the composition of the blood, how it carries food & oxygen to all body cells from the heart, through arteries, capillaries, veins & back to the heart.	fill in vocabulary words.
	Your Muscles Explains how the body gets its power from voluntary & involuntary muscles, which give movement, & operate our most important internal organs.	
	Your Heart and Circulation Art work illustrations - show the function of the heart & circulatory system.	
	Your Digestion Explains the absorption of food through the digestive system.	
	Your Body's Message System Explains how the brain & spinal cord direct our bodies through the involuntary & voluntary nervous system.	
d. The Eye and The Sense of Sight 1) Parts 2) Sense of Sight 3) Glasses & Contact Lenses	Model - the eye, with removable parts Book: Your Health and You Jones, Morgan & Landis Calif. State Series	Request school Nurse to give a demonstration & explanation. Discuss eye health. Examine eyes, using Snellen chart. Enlarge diagram of parts of the eye & make a wall chart. Ditto copies of the chart for student's use.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Films:

Eyes and Vision
color 10 minutes
Clearly designed animation sequences make it possible to see why the retinal image is inverted, how the lens changes shape to bring objects into sharp focus, & how the pupils open & close to regulate the amount of light entering the eye.

Our Wonderful Eyes and Their Care
color 11 minutes
Joel's experience in having his eyes examined, in being fitted for glasses & in learning the rules for proper eye care provides an interesting & informative lesson.

You and Your Eyes
color 8 minutes
Disney
Compares structure of the eyes to a camera & explains the reversal of images on the retina.
(Also a Filmstrip)

Filmstrip:
Care of Eyes and Ears
Illustrates the importance of good eyesight & explains how the eyes may be protected.

Adventures in Seeing
Presents simple sketches

Charts - Graphic Health Series

Sense of Vision

Duplicate for student use.

Make a booklet of the various duplicated charts, vocabulary lists and sentences giving definitions.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	which dramatize nature's logic in providing all of earth's creatures with eyes that fit their needs.	
e. The Ear	Model of the ear with removable parts. Film: You and Your Ears color 8 minutes Disney Presents structure & operation of the ear. Sound waves, the outer ear, the middle ear & the inner ear are explained. Filmstrip: You and Your Ears Jiminy Cricket explains that the ear does two jobs, it hears & it helps a person keep balance. Summarizes what man's sense of hearing does for him, & uses illustrations to show exactly how he hears. Book: Your Health and You Jones, Morgan & Landis Calif. State Series Gr. 5 Filmstrip: You and Your Five Senses Jiminy Cricket describes man's five senses - hearing, smelling, taste, sight & touch.	Request the school Nurse to explain & demonstrate, using the model of the ear. Copy chart of page _____ & duplicate for student use.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
f. The Nose and the Sense of Smell	Book: Your Health and You Jones, Morgan and Landis Calif. State Series, Gr. 5	Discussion: Nose - used for breathing, smelling, talking. Discuss proper way to blow your nose (do not block one nostril). The nose's function in speech - stream of air, blocking air for m, n, ing, nk.
g. The Mouth		
1) Teeth & Gums	Model of teeth Wall chart of teeth American Dental Assoc. charts on dental care.	
2) The Tongue & the Sense of Taste	Book: Your Health and You Jones, Morgan & Landis Calif. State Series Gr. 5	
3) Tonsils		
h. Body Functions Elimination		Discussion: Importance of elimination of waste from body systems. Proper attitudes & terminology in social situations.
i. Menstruation	Film: The Story of Menstruation color 10 minutes presents menstruation as a phase of normal growth & development; shows physical changes which accompany menstruation.	School Nurse
2. Personal Grooming and Health	Text Book: Your Health and You Jones, Morgan & Landis	Class Discussion: Grooming Make a list of vocabulary important to a discussion of good grooming. (Use 'brainstorming' technique).

CONTENT

RESOURCE MATERIAL

Filmstrips:

Clean as a Whistle

Emphasizing that people generally judge you first by what they can see, this filmstrip discusses the various aspects of personal cleanliness for boys: bathing, skin care, shaving, deodorants, care of teeth, care of hair, care of nails & fresh clothing.

Cleanliness

Discusses the importance of a clean skin for resisting disease-carrying germs, & explains the reasons for practices in personal cleanliness.

Hands Right

Points out to young people the basic elements of good hand care, with particular reference to the importance of regular routine. What your hands say about you, & what your hands can do for you in social & school situations.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Example: Comb, brush, hairspray, shower, bath, towel, wash cloth, soap, posture, lipstick, make-up, nails, teethbrush, toothpaste, pimples, blemishes, tie, clean clothes, socks, underwear, deodorant, razor, manicure.

Make up a sentence for each word, after discussing the definition, importance & use and/or attitudes etc. involved.

Work sheets can be made up by the teacher, using the word list & sentences. For example:

- Matching words - illustrations
- Complete the blanks left in the sentences.
- Answer the questions (based on the students' sentences).
- Crossword puzzles - answers are blanks left in sentences.
- Dictionary - alphabetize & look up words on list.

Daily inspection: Have each child keep a personal chart, checking daily bath, teeth brushed, shoes shined, nails clean, etc.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Filmstrips: Posture shows how good posture may be achieved and the resultant benefits in improved appearance and a strong, flexible body. Strictly Business Tips for the job applicant make up the theme of this filmstrip, as it discusses the aspects of grooming and conduct that impress the prospective employer; the first appointment, selection of clothing...cleanliness and grooming and personal conduct. Time to Attire Care and selection of clothing is the theme...as it discusses such clothing problems as: choice of suits, the proper fit of jackets and trousers, color problems, choice of shirt and tie, sports clothing, shoes, care of clothing, rain wear and cold weather clothing.	Class Discussion The right clothing for the right activity and situation. School dress rules Care of clothing washing ironing dry cleaning

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
a. Eating the Right Foods	FILMS: SOMETHING YOU DIDN'T EAT color 8 min. Disney stresses the importance of vitamins to health. The 7 essential vitamins, the foods that contain them and how to plan meals for a well-balanced diet are discussed. Filmstrips Adventure at Camp Habit depicts good habits which should be formed and bad ones which should be broken. Shows how good habits influence health Finding Out How Foods Are Used In Your Body Why we need certain foods in our diets. Food For Health stresses an understanding of the following points: What foods are good for us, why we must eat a balanced lunch, how to choose a balanced lunch and the importance of cleanliness around food. Fruit Farming diagrams show the nutritional value of various foods. Photographs illustrate how various types of fruits are grown and processed for market.	LEVEL III Bulletin Board: Charts (ready-made) or pictures illustrating the four food groups Bulletin Board: Prints of advertisements (without adv. copy) from Abbott Laboratories Dayalite vitamins. Pictures are 'Starchy Pete, the Vitamin Cheat', 'Mrs. Peeler, the Vitamin Stealer', 'Tommy Teen is vitamin lean', 'Soda Sue...' Pictures are composed of appropriate materials to title. Plan a balanced menu 1. daily 2. weekly If cooking facilities are available in the classroom, plan, cook, and eat a typical, well-balanced meal. Request the director of the school district's food services to give a talk to the class, explaining how the school menu is planned. If the school district has cooking facilities, such as a central kitchen, make a field trip there to see how they operate.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Filmstrips

Health - Your Food and Digestion
contains units on nutrition and digestion.

Keeping Ourselves Healthy
how the school protects each child's health is shown, followed by ways in which the average child should help protect his own health - exercise, rest, proper clothing, fresh air, good light for reading, etc. Also considers the people who help keep us healthy: nurses, doctors, teachers, school custodians, parents.

Proper Food
Story on health education

Securing Your Food
shows variety of nutrients necessary for balanced diet. Develops understanding of food as energy, the role of vitamins. Shows food preservation and storage.

You and Your Food
Jiminy Cricket makes the point that everything alive needs food, including plants, animals, and man; shows that the right foods are needed to build strong and healthy bodies. Illustrates the five classes of food needed by everyone every day in order to keep healthy and active.

Post the school cafeteria menu on the bulletin board.

Cut illustrations from magazine ads to menu. This can be done either as a display for the bulletin board or as a project for each child to make in booklet form.

If cooking facilities are available in the classroom, have a "Tasting Day", bringing in food items which are unpopular or unknown to the students but good for their health.

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FILM:

Citrus - the Golden Fruit
color 14 min. presents the story of the production of citrus in the foothills near San Joaquin.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
b. Exercise and Rest	Filmstrips: Fit as a Fiddle emphasizes that keeping fit is an essential part of achieving and maintaining good appearance. It discusses such fitness problems as: posture, diet, overweight, exercise and recreation. Health and Exercise Games with the basketball on the playground, running games. Family week-end picnic. Folk and square dances in the gymnasium. One boy cannot participate. Health - Sleep and Rest explains why sleep and rest are necessary.	Include calisthenics as part of the daily physical education system.
c. Medication		Many students require daily medication for such things as neurological handicaps, asthma, allergies, etc. Discuss - the importance of following doctor's orders given on prescriptions; the importance of using medications discriminantly; never using another person's prescription; keeping medicines out of younger children's reach, etc.
d. Immunizations	FILM Defense Against Invasion shows by animation how our bodies resist infection. (There is some doubt as to the effectiveness of this film - the animation	Types: Smallpox Polio Diphtheria Whooping cough Tetanus Measles

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	becomes so involved, students miss the point.	Request school nurse or doctor to give an informational talk.
e. Germ control for the prevention of communicable diseases	FILM: The Housefly and its Control color 11 min. Even in the cleanest kitchen, the common housefly is capable of contaminating food and spreading disease. Experiments show that an agar plant on which a fly has walked develops colonies of bacterial growth after a day in an incubator. An understanding of the housefly and its life cycle, anatomy and potential danger better prepares us to control the common and harmful insect.	Cooking - stress importance of clean hands when handling foods. Demonstration - Using two clean jars with lids, have a child (or all) with dirty hands, handle a piece of potato, then place it in the jar and close it. Put another piece of potato in the other jar, handling as little as possible. After several days, notice the difference in the conditions of the potatoes.
	Filmstrips: Avoiding Germs explains that although harmful germs exist all around, there are many ways in which their effects can be combated, also deals with the ways an individual can protect himself against germs. Avoiding Infection (Treating a Cold) story on basic area of health education (primary level) Care of Nose and Throat shows how the mechanism of the nose and throat operates to protect health, and how one can co-operate in avoiding as well as recovering from an infection.	

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Filmstrips:

Controlling Germs
explains about bacteria that keeps us healthy and other bacteria that might make us sick. It reassures children about germs and how to control them. Emphasis is placed on the following points: Why food must be kept clean, why hands must be washed before eating, what to do in case of an accident, and how to keep others from catching your cold.

Our Body Fights Disease
points out the presence of microorganisms - yeasts, molds, germs, and others.

Securing Good Health - Part 2
provides an introduction to microorganisms of disease and the techniques used by scientists in studying these microorganisms. Describes the body's defenses against disease and how scientists fight communicable disease.

War Dance
describes the ways in which a community can affect the health of other communities, discusses the means used to restore healthful conditions, shows how insects, various bacteria, rats and mice, etc. destroy crops, life and property, and explains methods used to fight them.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
f. Alcohol, smoking and narcotics also glue sniffing, etc.	FILM: American Cancer Society Smoking drawings show that the body can repair damage to itself, if caught soon enough. (Moral - stop smoking) Alcohol and You-Part I presents the basic facts about alcohol. Defines alcohol, describes the properties of ethyl alcohol; discusses the manufacture of alcohol by fermentation, brewing and distillation; describes some of the common uses of alcohol in industry and as a medicine and as a beverage and traces the historical use of alcoholic beverages in early days. Alcohol and You-Part II Here are discussed the answers to these questions. What happens when alcohol is taken into the body? Does alcohol cause disease? Why do people use alcoholic beverages? Why do some people abstain from drinking? Is alcohol habit-forming? What is an alcoholic? Can alcoholism be cured?	LEVEL III Discuss the effects of each. Discuss laws regulating each. Request law enforcement officer to speak to class on one or all of these subjects.

Narcotics and You-Part I
defines narcotics, including novocain, morphine, opium, cocain, heroin, marijuana, and the barbiturates. Explains where narcotics come from, and briefly traces the use of narcotics in early history. Also describes some of the legal steps taken to reduce or eliminate the illegal use of narcotics in this country.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Filmstrip: Narcotics and You-Part II treats in detail the nature and problems of drug addiction; why and how criminals engage in drug traffic, the special problems of narcotics and the teen-ager, the tragic beginning of drug addiction, the progressive steps from experimentation to "mainliner" addiction, the possible avenues to recovery and rehabilitation. Throughout the lesson, stress is laid upon PREVENTION AS THE BEST CURE for the narcotics problem. The Smoking Problem When some of Tom's friends try to persuade him to smoke his first cigarette, he looks at some of the facts about smoking as a social, health, and moral problem. He finally arrives at his decision and challenges the viewers to make theirs.	
g. Personal Safety	Filmstrips: Dangerous Friends shows the dangers found in the things children use or play with. Stresses the importance of being careful near fire, poison, etc. Your Clothing Can Burn shows what to do if your clothing catches fire; which fabrics are safest for clothing, and the common cause of clothing fires.	Know and be able to write your name address, including city and state phone father's name

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	"For Your Protection - Ten Rules of Safety for all Children" - Peter J. Pitchess, Sheriff, Los Angeles County	Distribute list of safety rules from county sheriff.
	FILM:	Personal safety rules - develop a list with the class. Examples: 1. Know the poison label - don't touch poisons. 2. Be careful with scissors. 3. Don't play with matches or fire. 4. Don't play near railroad tracks. 5. Play in playgrounds, not streets. 6. Obey your parents in all things, at all times. 7. Do not take candy from strangers. 8. Do not take rides from people you do not know. 9. Never play at construction sites or around deserted buildings. 10. Never play with old ice boxes, packing crates, caves, storm drains. 11. Don't play with strange dogs or other animals.
3. Likenesses and differences	I'm No Fool Having Fun color 8 min. Disney. This film is designed to indicate some of the good practices of "Having Fun." They are dramatized by the use of cartoon characters illustrating a contest between "You" and a mythical "Fool." Some of the practices illustrated are, where to play, showing off, overdoing it, keeping others informed if you are going out, etc. - Available from: Public Safety Department Auto Club of So. Calif. 2601 So. Figueroa St., Los Angeles, Calif., 90054 Phone: 746-4480	Class discussion: How are people different? 1. Girls - boys 2. Physical appearance - "figures" 3. Adults - teenagers - kids 4. Sizes, heights, weights, colors of skin, colors of hair, etc. 5. "How they act - stupid, nice, grumpy, friendly..." 6. Poor - rich 7. "The way they talk - grammar - accents" 8. Different hands (right - left) 9. "Smartness", geniuses, regular, etc.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Filmstrip:

Likes and Dislikes
illustrates the likes and dislikes of the majority of the children with relation to others' behavior and dress. Shows the importance of dressing neatly, getting along with others, courtesy and kindness

10. religions
11. handicaps - speech
    vision
    hearing
    crippled
    neurological
    retarded
12. nationalities
13. jobs

(This list was developed by an EMR class - elementary level: their understanding of "likenesses and differences" surprised me - they included many things I would have overlooked.)

B. SOCIAL SELF

1. Personal Identification

Know your name; how to spell it and be able to write your signature at least in cursive writing.

Other names: nicknames
middle names
Mr., Mrs., Miss

Know your own age, birthday, phone number and address.

First day of school - have class members introduce themselves to each other, giving a short "autobiography" (name, age, no. of siblings, home, school).

Bulletin board:
Have a chart with each student's picture and name on it.

Write "A Book About Me"
Teacher prepares pages with a blank space for

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		pictures or drawings on top - title pages, if necessary, i.e., "This is me", "I Like", "I Can...", etc.
2. Personal Property		First Day of School: Have a cigar box for each student to cover with wallpaper sample or contact paper. Boxes are to be used to keep together small personal belongings in desks.
		First Day of School: Demonstrate, check, re-check, re-demonstrate, ad infinitum - "How to Operate a Combination Lock" (for P.E. Lockers)
		Class Discussion: Personal Responsibilities 1. Care for personal belongings lunch money locks keys gym clothes - label purses wallets jewelry - glasses, contact lenses allowance bicycles locked in racks
		Personal property at home and school Respect others' property so they will respect yours.
		Personal responsibilities for school property. desks and chairs P.E. equipment books, paper, and pencils library books bathrooms cafeteria

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
3. Self in relation to others	Filmstrip: Boy Meets Girl explains that strong friendships between boys & girls require dependability, cheerfulness, etc. - shows the importance of a boy meeting his date at her home & meeting her parents. Filmstrip: Bob's Little Shadow "little brother" - nuisance, emphasizes that age should be no barrier to friendship. Filmstrip: Boy Scouts & Other Groups shows how the various activities & training in Boy Scouts aid the formation of good character & makes for better citizens. Filmstrip: Likes & Dislikes illustrates the likes & dislikes of the majority of the children with relation to others' behavior & dress. Filmstrip: Manners at Play aims to present good sportsmanship & manners at play, while listening to radio, watching TV. Filmstrip: Getting Along At Home family activities, respect of privacy, permission to do different things & restraint from teasing all promote a good home life.	**LEVEL III** Class discussion: How do others see me? nice — shy friendly — bashful polite — neat clean What can you do to make others like you? ask for students' ideas: share be polite be friendly tell jokes take turns make people laugh with you not at you play games with others don't embarass people open doors for people carrying things be clean & neat wear clean clothes shower daily comb hair, etc. use good manners obey the rules Names & relationships mother — father — brother — sister — aunt — uncle — cousin — grandmother — grandfather — friend — relative — kin Workpaper: Questions: What is your name? What is your surname? What is your middle name? What is your father's name? What is your mother's name? What is your grandfather's name? What is your grandmother's name? etc.

CONTENT

RESOURCE MATERIAL

Filmstrip: Getting Along With Friends
friendship traits (proper introductions, invitations, good host, avoid gossip)

Filmstrip: Promises Are Made to Keep
describes the qualities which make a person dependable

Filmstrip: Quarrel! Quarrel!
illustrates the give and take of friendship

Filmstrip: Alan Mends His Manners
boy is thoughtless, rude and selfish until he overhears comments about himself

Filmstrip: Why Have Good Manners?
shows how good manners are basically a form of kindness and consideration for others

Filmstrip: At Home & In Public
stresses consideration for others, whether they are members of the immediate family or strangers in public

Filmstrip & Record: How to Make and Keep Friends

Filmstrip & Record: Learning About Popularity

Filmstrip: How Do You Rate With Your Friends?

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Project for Homework: Make a "family tree."

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	Designed for group discussion on desirable personality and behavior traits Filmstrip: Michael Finds a Better Way (cooperation) Boy's fight with brother over tools stalls his Boy Scout project until he learns value of cooperation	
C. EMOTIONAL SELF		
1. Analyzing emotions	Film: Red Balloon color 34 min. Filmstrip: Getting Along With Yourself control of temper, understanding, respect of others, and their opinions	Discuss Red Balloon How does the boy feel? How do the boys in the "gang" feel? How do you feel about the way it turned out? Which way do you act? Discussion: What are emotions? happy love sad hate mad Role Playing: Set up situations such as: losing in a game arguing with a friend or sibling over a toy being called names Have various students show different ways of reacting. Discuss pros and cons.
2. Self appraisal	Filmstrip: Do's and Dont's of Good Manners summarizes a series of common lapses from good manners Filmstrip: Growing Up shows the importance in forming good habits while growing up	Discussion: What do I like about me? What don't I like about me? What do people like about me? What don't people like about me? What do I like about other people? How should I act and behave to be the kind of person I want to be?

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
II. FAMILY		
A. HOME IDENTIFICATION		
1. Recognition of Physical Facilities	Filmstrip: Homes in the City A survey of apartment houses and private homes in cities and suburbs.	Walk around Neighborhood: Look at homes; look for likenesses and differences.
a. Kinds of Homes		Class Discussion: Kinds of Homes; apartments, trailer, camper, "regular" home (single dwelling), two story home, tri-level home, farm, mansion, cabin, tent, duplex, motel, hotel. New vocabulary: dwelling, buy, rent, mortgage, patio, yard.
b. Rooms in a Home		Rooms in a House: bedroom, living room, dining room, family room, kitchen, bathroom, den, guest room, utility room, hall, closet (clothes, linen, broom). Make scrapbooks or wall charts of pictures of: (1) different types of homes, (2) different rooms.
c. Parts of a House		Vocabulary (Discuss: draw from the children and their experiences): walls, ceilings, floors, roof, rooms, fireplace, doors, archways, windows, elevator (apartment), yard, patio, sliding door, sidewalks, fence, garage, cupboards, stairway, shutters, closet-shelves
d. Construction of a House	Filmstrip Series: "The Story of the Building of a House" includes: "How it Started" "Excavating the Cellar" "Building the Foundation" "Men Who Build our Houses" "Gas, Electric, Plumbing, and Other Installations"	Vocabulary and Concepts: brick, wood, stucco, cement, roof (tarpaper, shingle, asphalt, racks) paint, insulation, tile, glass, plaster, wall-paper. "Completing the Inside of a House" "Completing the Outside of a House" "Parts of a House" "Tools and Materials for Building a House"

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Filmstrip: Thinking for Yourself explains to young children the importance of thinking for one's self and assuming moral responsibility for one's decisions	Judging My Own Work: Bulletin board area for display of best handwriting practice paper. Student to decide on "best" paper and take charge of changing it periodically.
	Filmstrip: How Do You Rate At Home? Designed for group discussions on desirable personality and behavior traits	
	Filmstrip: How Do You Rate At School? Designed for group discussion on desirable personality & behavior traits	
	Filmstrip & Record: Making the Most of Yourself Craig begins to see the importance of accepting himself for what he is and making the most of himself	Read & discuss: McCall's, June '67, article by Hubert Humphrey on his retarded granddaughter. Kennedy daughter is retarded. "We aren't the only ones - there are thousands of retarded people!" "You don't have to act retarded." No one is good at everything. Everyone is good at something.
3. Realistic acceptand of success & failure		Discuss "successes": What did I do right? Discuss "failures": What did I do wrong? Could I have done better? Did I do my best?

F A M I L Y

Section II

Level III

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
II. FAMILY A. HOME IDENTIFICATION 1. Recognition of Physical Facciliities a. Kinds of Homes	Filmstrip: Homes in the City A survey of apartment houses and private homes in cities and suburbs.	Walk around Neighborhood: Look at homes; look for likenesses and differences. Class Discussion: Kinds of Homes; apartments, trailer, camper, "regular" home (single dwelling), two story home, tri-level home, farm, mansion, cabin, tent, duplex, motel, hotel.
b. Rooms in a Home		New vocabulary: dwelling, buy, rent, mortgage, patio, yard. Rooms in a House: bedroom, living room, dining room, family room, kitchen, bathroom, den, guest room, utility room, hall, closet (clothes, linen, broom). Make scrapbooks or wall charts of pictures of: (1) different types of homes, (2) different rooms.
c. Parts of a House		Vocabulary (Discuss; draw from the children and their experiences): walls, ceilings, floors, roof, rooms, fireplace, doors, archways, windows, elevator (apartment), yard, patio, sliding door, sidewalks, fence, garage, cupboards, stairway, shutters, closet-shelves
d. Construction of a House	Filmstrip Series: "The Story of the Building of a House" includes: "How it Started" "Excavating the Cellar" "Building the Foundation" "Men Who Build our Houses" "Gas, Electric, Plumbing, and Other Installations"	Materials and Components: brick, wood, stucco, cement, roof (tarpaper, shingle, asphalt, racks) paint, insulation, tile, glass, plaster, wall-paper. "Completing the Inside of a House" "Completing the Outside of a House" "Parts of a House" "Tools and Materials for Building a House"

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Film: **Building a House** **color, 11 min.** **Shows main stages in building a house; stresses special skills of carpenters, bricklayers, plumbers and other workment.**	
	Filmstrip: **The House is Built** **depicts the skills of the architect, surveyor, plumber, carpenter, plasterer, electrician and others.**	
	Film: **The New House (Where It Comes From)** **color, 11 min.**	
	Filmstrips: **Making Bricks for Houses** **Making Glass for Houses** **Men and Building Materials** **depicts some of the principal outside industries contributing to modern home construction.**	
	Book: **Everyday Machines and How They Work** **H. Schneider McGraw Hill, 1960**	
e. Furnishings & Fixtures		**House Furnishings and Fixtures: furnace, refrigerator, stove, beds, tables, "pool table", bathtub, toilet, sink, shower, dresser, lamps, sofa, couch, davenport, hi fi, recorder player, TV, Color TV, garbage disposal, garbage can, curtains, drapes, ashtrays, silverware, dishes, clothes, carpeting, rugs, pictures, desk, dishwasher, intercom, coffee table, rocker, toy box, chairs, TV trays, baby bed, bassinet, crib, washer, dryer, hamper, air conditioner, heater, playpen, clock, radio, linens, covers-**

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		blankets, appliances, medicien chest, TV antenna, faucet, planter, lawn-mower, rake, hoe, tools, mop, vacuum cleaner, broom, sweeper, pots and pans, toaster, mixer, etc.
		Work Sheets: Classify household furnishings according to room each belongs to or is used in.
		Cut out pictures of furniture, etc. from catalogs (i.e. trading stamp catalogs) and paste under appropriate heading (rrom).
f. Utilities	Booklet: Your Voice is You Telephone Co.	Vocabulary: Telephone: wires, dial tone, bill, extension, directory, answer, party line, yellow pages, receiver, long distance, repairman, direct dial, operator, ring, message, busy signal, information, phone numbers.
		Teach: telephone courtesy, emergency procedure (fire, police, doctor), proper use of telephone, voice volume, use of a directory, alphabetizing last names.
		Activity: Study Trip: Pacific Telephone Co., 6822 Santa Fe Ave., Huntington Park, (Mr. Banks) LU 5-0009.
	Film: Pipes in the House color, 11 min. sources of water, gas and electricity.	Electricity: plug, shock, batteries, wire, extension, fuse, circuit breaker, light bulb, switch, extension cord.
	Electricity - Principles of Safety B&W, 11 min.	Uses: light, electric clanket, dryer, electric stove, TV, appliances, clocks.
	Filmstrip: The Story of Lighting and Heating from the sun as sole source to our modern systems.	Activity: Study Trip: Southern California Edison Company, 160 N. Bright, Whittier; OX 8-2511. Grades 7 and 8. Request tour early in fall.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Film: All About Natural Gas color, 11 min. Southern California Gas Co. Books: Fire in Your Life Irving Adler, D Day 1955 What is Heat? Theodore W. Mumch Benefic Press, 1960	Gas: Vocabulary: thermostat, heater, pilot light, Uses: cooking; stove, oven; heater, water heater, dryer, fireplace , fireplace starter, swimming pool heater. Activity: Study Trip; Southern California Gas Co., 8101 S. Rosemead, Pico Rivera, 689-2162. 8th Grade only.
		Water: Vocabulary: pipes, sink, faucet, uses Uses: steam iron, water heater, water lawn and plants, shower, bath tub, washer, toilet, drinking, ice cubes, swimming pool
g. Yard	Filmstrip: Weeds - - Undesirable Plants Photographs of weeds which grow in California	Yard: Vocabulary list for discussion. Add to list from discussion: lawn, planters, sidewalks, patio, pool, driveway, garage, spinkler, fence. Types of yard plants: flowers, grass, plants, trees, "dirt", cactus, shrubs, ivy, ice plant. Auxiliary Unit: Fences: An introduction to "restraints and regulations" Discuss types of fences; reasons for fences; respect for fences, as identification of others' property. Bring in and post pictures of different fences.
h. The Family Car		Learn by discussion and pictures: types of cars, differences: color, size, manufacturer. Children spend much of their time with the family in the car on business and pleasure trips: Discuss: Safety rules in a car. Courtesy in your behavior while in a car.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		Introduce the topic "cars" to the class and spend a "brainstorming session" on: "What is important about cars to us?" Follow the direction of the children's thinking to further develop the unit. Activities: Study Trip: Ford Motor Co., L.A. Ass L.A. assembly Plant, 8900 E. Washington Blvd., Pico Rivera, RA 3-2471 or OX 2-6911, call for appointment. Students over 10 years old. Tours at 1:00 P.M. or 10:00 A.M. General Motors Corporation,Assembly Division, 2700 Tweedy Blvd., South Gate, LO 6-4141 ox 214 - 215. 1' hour tour at 9:30 A.M. or 1:30 P.M. No children under 12. One class at a time.
2. Care of Physical Facilities a. House		Class discussion: Add to list from students' ideas. Housework (inside), dust, vacuum, sweep, make beds, wash dishes, iron clothes, wash clothes, clean bath- room, cooking, hang up clothes. Washing dishes: after class has a cooking experiencet discuss in detail washing dishes: 1. Rinse all garbage off dishes before placing in dishpan. 2. Use soap and hot water. 3. Rinse dishes in hot water. 4. Order of dishes for washing: a. Items which touch the mouth, silverware, glasses. b. dishes. c. pots and pans.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		5. Allow dishes to drain to dry or wipe dishes. a. Use a clean towel. Do not use the same towel to wipe your hands.
	Filmstrip: Tricks and Treats With Macaroni Foods Set: Filmstrip and Teacher's Manual: Guide to Breakfasts Guide to Cheese Guide to Meat Guide to Vegetables	Cooking: Many districts provide utensils and ingredients for cooking as part of the E.M.R. curriculum. Use "cooking class" as an opportunity to learn healthful meal-planning and also to develop more awareness of the importance of hygiene in cooking. Particular attention may be paid to planning and cooking good breakfasts. Care of Clothing: Demonstrate ironing of various pieces of clothing. Student participation if permitted by district policy. Outside: paint house, paint trim, wash windows, paint wooden fences, sweep and wash patio and driveway, pool (sweep, vacuum, chlorinate, acid, filter), insect spray, mow lawn, edge lawn, take out trash, pull weeds, fertilize lawn, water lawn, prune shrubs
B. PEOPLE		
1. Role Identification	Film: Family Teamwork color, 18 min. Family relationships, responsibilities and cooperation are emphasized. Film: What Do Fathers Do? Color, 11 min. Fathers are shown as providers for their family, and as men whose work helps	Members of a family; mother, father. Immediate: children; brother, sister, foster brothers and sisters, step-brothers and sisters, baby. Pets. Extended Family: grandparents, aunts, uncles, cousin, nieces, nephews, godfather, godmother, great-grandparents. Work Sheet: My name is _____ My father's name is _____ My mother's name is _____ My sister's name is _____ etc, etc.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	provide the things our community needs. Filmstrip: Brothers and Sisters Photographs describe how the the family unit is constituted, why it is important, and how youngsters can help make it run smoothly. Father Works For the Family Father leaving for work, what the family does with the money father earns, types of work that fathers do. Mother Cares for the Family Activities of a mother's day taking care of family needs including housework, marketing, cooking, evening with children and working with father on budget, helping PTA and nursery school.	
2. Recognition of Family as a Unit		Discuss: "Togetherness". What kind of activities do families do together? Go to church, visit relatives, clean house and yard, go to Disneyland, picnics, and other recreational activities, vacation trips, etc. Display pictures on the bulletin board of various activities families do together. Make scrapbooks of family activities. Write sentences about each picture displayed, explaining the activity.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		Discuss: Celebrating holidays together, special family activities for holidays. Tie this in with each holiday unit.
3. Responsibilities of Family Members	Filmstrip and Record: Teenage Allowance gives some beginning principles of personal management of finances	Review responsibilities of parents. Emphasize: Children's responsibilities, i.e. share household chores, managing allowances, care for clothing, responsibility to younger siblings, consideration for other family members' rights, respect property of other family members.
4. Social Relationships	Filmstrip and Record: Learning to Understand Your Parents attempts to see behind some of the demands and restrictions made on young teenagers can improve relationships with their parents. Living With Brothers and Sisters Aims at improving day-to-day relationships with brother and sisters. Filmstrip: Table Manners Recognizes that table manners are not only for special occasions but for everyday. At Home and In Public Stresses consideration for others, whether they are members of the immediate family or strangers ... In home and in public, young people must behave in a grown-up fashion, respect the rights and privileges of others	Discuss: Behavior and manners in situations involving family social activities: visiting, recreational activities, eating out, behavior in public buildings, etc. Role playing: Set up situations which call for a display of good manners. Discuss other situations where good manners are advisable.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	and live up to what is expected of them.	
C. HEALTH 1. Diet	Resource person: school dietitian. Filmstrips: Guide to Breakfasts shows three ways to cook egg and cheese dishes, muffins, bread and coffee cake. Something You Didn't Eat Color, 8 min. Disney Stresses the importance of vitamins to health. The seven essential vitamins, the foods that contain them and how to plan meals for well-balanced diets are discussed. Food for Health stresses an understanding of the following points: What foods are good for us, why we must eat a balanced lunch, how to choose a balanced lunch and the importance of cleanliness around food. Securing Your Food shows variety of nutrients necessary for balanced diet. Develops understanding of food as energy, the role of vitamins. Shows food preservation and storage.	Bulletin Board: Four Basic Food Groups. Use charts to illustrate or pictures cut from magazines ads. Many students make (or omit) their own breakfasts; pack their own lunches. Teach what is meant by "a balanced diet". Class cooking experience: Plan and cook individual meals. Study the school menu for ideas on 'balanced' meals.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
2. Cleanliness	Filmstrip: Avoiding Germs Explains that although harmful germs exist all around, there are many ways in which their effects can be combated, also deals with the ways an individual can protect himself against germs.	Class Discussion: Expand list as per students' contributions to discussion. Cleanliness standards for the family: Individual towels and face cloths. Individual tooth brushes. Hamper or designated place for dirty clothes. Dish towels for dishes; hand towels for hands. Make-Up: Use your own lipstick Use your own eye make-up Use your own sponges, powder puggs, etc. Clean clothing is as important as a clean body. Clean underwear daily. Some clothes can be washed; others must be dry-cleaned. (This can be expanded into a set of lessons; different fabrics require different care - types of soap, bleach, etc.)
3. Immunizations	Filmstrip: The Little Pink Bottle A simplified lesson in the principles of immunizations, especially s applied to the Salk vaccine.	Discuss the importance of immunizations as protection against disease. Request school nurse or school doctor to present a lesson on immunizations. What are the important "shots"? Diphtheria, Tetanus, Smallpox, Polio, Measles, "Flu Shots" Discuss the importance of keeping records for each family member, showing the type and dates of immunizations.
D. Safety		
1. First Aid		Demonstrate proper cleansing of simple abrasions, etc. Emphasize importance of cleansing first rather than application of merthiolate or the like. Not all sores require band-aids.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		Post emergency phone numbers beside telephone: Doctor, fire, police, "Grandma" or "close neighbor" Poisons: If a child swallows a poisonous substance, contact a doctor immediately. If no doctor is available, the child should be taken to an emergency hospital together with a sample of the poison he swallowed and its container.
2. Emergency Situations	Filmstrip: Home Safety Common home safety problems. Explains the importance of knowing how to telephone for the doctor, the police and fire departments. Film: Los Angeles Fire Department has a film and will give a demonstration of mouth-to-mouth resuscitation.	Discuss behavior in an emergency situation: 1. Keep a cool head. 2. Call for help. Possible situations: Injury - give First Aid only if you know what to do. Call for help if your're not sure. Fire: If no adult is available to notify the Fire Department call the proper number (should be posted by telephone) or dial "0" for operator. Give: 1. explanation ("There is a fire ....) 2. address (most important) where the fire is. If notifying fireman by means of an alarm box, stay there until they arrive. Keep out of the way of engines and firemen when they arrive. Fire to one's clothing. (Discuss especially around Halloween re: costumes) 1. Stand still. Motion causes flame to spread. 2. Roll in a rug, blanket or turn water on person.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
3. Prevention of Accidents	Filmstrip: Dangerous Friends Shows the danger found in the the things children use or play with. Stresses the importance of being careful near fire, poison, etc.	Make charts for bulletin board - students may illustrate. Guard against Fire: 1. Empty trash 2. Don't store oily rags. 3. Don't play with matches. 4. Be sure ash trays are cool before emptying. 5. Use cleaning fluids properly. 6. Use a screen on fireplace. 7. Don't use candles in a jack-o-lantern or on a Christmas tree 8. Don't play in the kitchen or near any fire. 9. Be careful near a hot iron. 10. Stay away from anyone carrying something hot.
	Filmstrip: Tiny, the Magic Ounce Shows how to prevent accidents by following various safety rules. Brings out the value of the slogan "an ounce of prevention --"	Guard against Accidents: 1. Put toys away. 2. On stove, keep handles turned away from edge. 3. Store medicines out of reach of small children 4. Keep cleaners, madicines in properly labelled containers.
	Home Safety Photographs describe the common safety problems found in the kitchen, the living room, the bathroom and on the stairs.	
	Preventing Accidents in the Home includes labelling medicines, cleaning cuts and bruises and keeping poisons away from reach of children.	
	Safety at Christmas Includes "how to overcome the fire hazards of the Christ-	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQES AND ACTIVITIES
		LEVEL III
	mas tree, how to use ladders safely, how to dispose of Christmas wrapping and how to enjoy Christmas toys with safety.	
	Safety at Home Two children act out danger spots and how to avoid them, and demonstrate the safe way of doing things in the home.	
	Safety in the Home Shows home safety measures such as repairs to fixtures, installation of lights, good housekeeping, etc.	
		Guard Against Poisons:
		1. Know your Poisons
		Make a chart, with pictures, if possible

POISONS & HARMFUL SUBSTANCES

Kitchen & Laundry	Garage
Disinfectants	Paint
Detergents	Paint thinner
Bleaches	Paint Remover
Furniture polishes	Weed killers
Oven cleaners	Gasoline
Metal cleaners	Kerosene
Spot cleaners	Motor oil
caustics	Turpentine
Living Area	**Bathroom**
Lighter fluid	keep out of reach:
Plastic cement	medicines - not poisons
Fireplace crystals	aspirins
	poisons - toilet cleaner

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES :LEVEL III
		Bedroom Cold Wave preparations Hair dyes & bleaches Nail polish & remover Perfumes Astringents **Garden** Snail bait slug killer Ant pastes & syrups Insecticides Castor beans Jerusalem cherry Oleander
		POISONS - Don't mix cleaners that have chlorine in them LIKE CLEANSERS, CLOROX OR SIMILAR BLEACHES) Don't mix chlorine bleach with: toilet nowl cleaners, ammonia, lye, rust remover, vinegar, oven cleaner. Identify these subatances by brand labels if necessary to illustrate this point. Many housewives are not aware of the danger involved in mixing (i.e.) toilet bowl cleaner and chlorine-cleaners.
E. LEISURE TIME		Television Unit This may be used as the basis of a language-experience approach reading unit. Discussion is easy to motivate, a large vocabulary list may be made including names of parts of televisions, as well as TV workers, and especially names of shows. Using this list as a base, make up sentences for each word, then work sheets from the sentences. (i.e. leaving blanks , multiple choice, completion, and answers, etc.) Also: A work sheet popular with students include questions, such as: "What show is on Channel 9 at 6:30 p.m. on Tuesday?" or "When is Batman on?"
	TV Guide	The TV Guide may be used or if the vocabulary is above

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

the majority of the class, the teacher may duplicate a simplified daily TV schedule.

Sample vocabulary list:

television, color TV, channel, knob, antenna, tube, turn-on, turn off, sound, record, director, TV stars, commercial, TV Guide, electricity, watch, speaker, picture tube, plug, actor, actress, news, news-caster, costume, videotape, cartoons.

Names of shows can go on ad infinitum.

Discuss:

Courtesy to members of the family when watching TV.

1. Let each member have a chance to see favorite shows.
2. Don't sit too close and block others' view.
3. Don't talk so loud others can't hear.

Continue list from students' contributions.

Magazine Unit

Surprisingly enough, EMR students are interested in magazines even though the vocabulary level is beyond them. In some, the interest appears to be in the photographs in others the content.

Vocabulary List from a "brainstorming" session:
magazines, reading, writing, writer, editor, learn, photographer, advertise, cut out, look at, learn, artist, comic book, Life, picture, McCall's, words, article, Boys' Life, movie magazine, Model Car, Reader's Digest

The family and magazines:

1. Care for magazines (don't cut out pictures until all others are through reading.)

CONTENT	RESOUPCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
F. VOCATIONS		Write, illustrate and assemble a classroom magazine. What jobs are available around homes that we can do? Housekeeping, baby-sitting, gardening, construction (limited). Vocational opportunities may be discussed and pointed out as each topic is discussed in depth earlier in the Unit.

N E I G H B O R H O O D

Section III

Level III

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
III. NEIGHBORHOOD		
A. NEIGHBORHOOD IDENTIFICATION		
1. Physical Facilities and 2. Location and Type	City Maps Residential Pictures County Maps State Maps	Describe the land around us. (rocky, hills, flat, etc.) Make a map of your neighborhood showing landmarks such as, schools, churches, major intersections. Discuss how neighborhoods are developed. Make poster (children bring in pictures) of dwellings similar to those in which your students live. Compare distances to landmarks, consider direction (N, E, S, & W) to and from these landmarks.
3. Services	Guest speakers from Police Dept. Fire Dept. Sanitation Dept. Local Governmental agencies	Identify the duties and services provided in your neighborhood. What new services might be needed as your neighborhood changes.
4. Neighborhoods of Many Kinds		Make posters showing various types of neighborhoods (single dwelling - multiple dwelling - tenament - slums, etc.)
B. PEOPLE		
1. Inter-personal Relationships		Discuss how does being a better neighbor help to have better neighbors. Develop concepts for living a good neighbor.
2. Inter-family Relationships	Film: Parents are People Too McGraw-Hill	List your responsibilities to the family unit. a) Make a chart showing the household duties of each child (graphical). b) What are some of the assigned duties? c) What are some of the understood duties? d) Develop a personnel duty chart.
3. People Work In The Neighborhood	Service People Grocer Gas Station Meter Readers (gas, water, electric) Newspapers (local)	Make displays to show the jobs of people that work in the neighborhood. How do people get to and from their jobs - public, private car pool transportation.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
C. HEALTH	Communities at Work Heath & Co.	
1. Services	Family Doctor Trash Collection (schedule) Sanitation Engineer	Do you have a doctor that attends you regularly? Dentist? Make seasonal graph to show seasons that colds appear. Conditions, frequency.
2. Personal Responsibilities	Film: How To Catch A Cold	Make chart to show how colds are transmitted. How prevented. Who is reaponsible for the cleanliness of your living area? a) What can you do to help? b) Why should weeds be kept cut? c) Why should pools of stagnant water be drained or sprayed. Collect pictures showing prevention of the spread of infection. Make list (chart) of common communicable diseases
D. SAFETY		
1. Personal Safety	A Formula for Child Safety Metropolitan Life Insurance Co.	
2. Safety for Others	Safety Talks By: Law Enforcement Officers Fire Department Fire Safety Education Los Angeles County Board of Education	Make charts or posters of common protective gear used in various activities (why important). Why must some workers use "Hard Hats" - "Safety Shoes" - "Glasses". Select vocabulary. Build Picture File. Make safety signs, industrial - common - auto. Appraise play areas in the different neighborhoods.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Caution: Babies Learning Metropolitan Life Insurance Co.	Fire and poison safety charts. Discuss why good air, water is important, adequate food, shelter, clothing.

S C H O O L

Section IV

Level III

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
IV. SCHOOL		
A. IDENTIFICATION		
1. Physical		
a. Entire School		Post a large teacher-made map of the school. Obtain pictures of the various teachers and school personnel and glue them in the appropriate spaces representing their rooms or offices. Label rooms on map with numbers and teachers' names. Label also offices, rest rooms, bus zone, etc. Worksheet: Ditto school map for individual students. Put in room numbers but leave teachers' names blank for student to fill in. Worksheets: Questions 1. What teacher is in room 55? (It is particularly important to learn the names of teachers who are on duty at recess, lunch, etc.) 2. What room is Mrs _____ in? 3. What room is speech class in? 4. Where do we each lunch? (pertinent questions)
b. School Grounds Area		Take a walk around the school. Determine: restricted areas (out of bounds), areas for special use, i.e. on elementary campus, division between primary and upper grade areas; basketball, volleyball, baseball, etc. areas. Specific place for class to meet or line up on signal. Location of principal's office, nurse, cafeteria, custodian's office, gym, bathrooms, bike racks, bus stop, etc.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
c. Our Classroom		Seating arrangements: determine desk area to be the personal responsibility of each child. Specify the particular space where each item in the classroom belongs. Activity: Cover a cigar box with a wallpaper sample; one for each student to keep in his desk to contain small belongings. Identify items and areas of which student has: 1. unlimited use; 2. restricted use; 3. "hands off" Assign or elect monitors for various classroom chores; i.e. dusting, cleaning chalkboard, sweeping floor, caring for P.E. equipment, host and/or hostess to answer door and telephone, etc. Emphasize students contribution to and resulting pride in keeping physical facility clean and orderly.
2. Location and Type	City Map Request copies for each student from Chamber of Commerce	Identify types of schools: 1. elementary, 2. Intermediate/junior high, 3. Senior High, 4. Junior College, 5. College or University. but emphasize the type of school in which this class is housed. Learn to write: name and address of school. Determine location of school on a City map. Identify: major cross streets significant landmarks.
3. Services (to the student)		Hold a "brainstorming" session with students. Topic: "In what ways does the school serve you?" The school provides: 1. Teachers, 2. Books, 3. Writing materials, 4. Classroom facility, 5. Audio-visual equipment, 6. Special teachers, 7. Health services, 8. Custodial services, 9. Food services. Discuss the student's responsibility in relation to each of these.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		The study of the district's food services department can be an interesting unit. For a younger class focus can be on the foods prepared and the workers involved; for an older class focus can be primarily on the workers with a vocational orientation to the unit. Bulletin Board: Post menu and surround it with labelled pictures of food items on the menu (can be found in magazines). Study Trip: To Central Kitchen facility
4. Schools of Many Kinds		Class discussion: Orientation to junior high or intermediate school. Similarities to Elementary School. Differences to Elementary School. (i.e. departmentalized - attend classes in several rooms rather than just one). Discuss other types of schools in comparison.
B. PEOPLE		
1. Identification of School Personnel and Roles	The School Personnel	Take walking trip around school. Introduce the students to the school and its personnel. Principal, vice-principal, nurse, clerks, secretaries, librarian, counselors, cafeteria workers, custodian, maintenance people, special teachers: P.E. directors, speech correctionists, music, language. Each of the above could explain briefly their respective duties. Follow up discussion. Why are each important to us - the school. Refer to map of school with teachers' and other personnel's photos.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
2. Student-Adult Relationships	Book: What Do You Say, Dear? Sendak	Question and answer work sheet: 1. What is the principal's name? 2. What is the vice-principal's name? 3. What is the secretary's name? 4. What is the girls' counselor's name? 5. What is the boys' counselor's name? 6. What is the nurse's name? and similar pertinent questions. Establish procedures - develop class rules. Student involvement or participation. Develop work - study plans with students. Develop appreciation of relationships between self and those with whom we work. Role playing: Student-teacher, student-student, teacher - parent, teacher-principal, student-principal. Class project - write "A Book about Manners" 1. Discuss importance and advantages of good manners. 2. Write a set of standards. 3. Illustrate Samples of students' ideas: Be friendly to other people. Be polite when people give you something. Carry books and trays for teachers. Open the door for people.
C. HEALTH 1. Services	Filmstrip: Keeping Ourselves Healthy (How the school protects each child's health is shown ... also considers the people who help us keep healthy. School Nurse	Visit nurses office - see facility. Ask Nurse to lecture to group. Discuss nurse's services: First aid, vision, hearing, screening. Referrals to welfare agencies. Make posters showing good health practice.

CONTENT	RESOUPCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	School Doctor Filmstrip: Strange Health Machine (shows why pupils should not be afraid of a health examination, or of physicians, nurses, or dentists. Acquaints the pupil with some of the health terms commonly used. Health Posters	
2. Responsibility to Peers	Book: Your Health and You California State Series Gr. 5 Gr. 5	Discussion and charts: 5 Prevention of spreading disease. Discuss "How" 1. Stay home when ill. 2. Use handkerchief. 3. Cleanliness. 4. Immunizations. Class discuss likes and dislikes of health and hygiene. Develop an awareness that others noticd one's carelessness in health habits and this influences their judgment of a person. Topic of discussion "What do you like to see? vs. What 'bugs' you?" (about people's appearances, specifically regarding hygiene).
3. School Regulations		Standard procedures for use of Nurse facility. Dress regulations. Duplicate for group reading - 1. School rules and regulations. 2. Dress regulations. Post a chart of these rules - in simplified vocabulary. Include: school regulations regarding return to school after any communicable disease (i.e. clearance from Health Department or private physician for return to

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
		school after impetigo, lice, ringworm). Again stress responsibility to peers for prevention of spread of disease.
D. SAFETY 1. Personal Safety	Films I'M No Fool on the Play-Ground Safe Living at School Craig Dangerous Stranger Sid Dana Phamplet Los Angeles County "For Your Protection - Ten Rules of Safety for All Children" Oeter H, Outchess, Sheriff Request individual copies for students Filmstrip: Safety in Shops and Gymnasiums Illustrates the importance of keeping gyms and shops clean clean and how to use equip-ment and tools skillfully. Film from Auto Club of So. Calif. 2601 S. Figueroa, L.A. 90054 The School Safety Committee 14 min, B&W, elementary level Teaching sequences include proper demeanor during the	Establish safety standards. Student contributions. Why are these important for you. Make posters (students) depicting good and bad safety practices at school. Discuss and make a list of important safety vocabulary Danger, crosswalk, school crossing, wait, stop, caution, fasten seat belt, fire, exit, emergency. After discussion to clarify each word, in turn, make up a sentence using each word. (A class activity rather than individual.)

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	FLAG raising ceremony, at the drinking fountain, in the halls, with bicycles on the school grounds, in the school bus and on the playground.	If school has a safety patrol, request that some If school has a safety patrol, request that some capable EMR students be included, assigned to tasks of minor responsibility.
a. Bicylce Safety	Films from Auto Club of So. Calif. Public Safety Dept. 2601 S. Figueroa, L.A. 90054	Bulletin Board: Display posters emphasizing basic rules of bicycle safety. Class Discussion: List important terms to know regarding bicycles. Sample word lists:
	Bicycle Safety 11 min B&W (points out importance of keeping a bike in good mechanical order.- Also emphasizes safety features)	Bicycle, seat, tire, wheel, chain, handlebars, reflectors, violation, safety, brakes, chainguard, spoke, rear view mirror, ride, speed, coast, stop, drive, turn, speddometer, light, signal, lock, license, traffic laws, vehicle.
	Drive Your Bike B&W 10 Min The Sullivan Co. (Compares driving a bicycle to driving an auto)	Make up a sentence about each word (approximately 4 or 5 a day) After discussion clarify any concepts involved. Teacher can make up a ditto book about bicycle safety, using the students sentences as the basis. Leave a square at the top half of the page for students to draw pictures relating to the story.
	On Two Wheels General Motors Corp. B&W 10 Min. Film opens in juvenile traffic court. Three offenders are sentences by Judge of their own age for three outstanding safety violations.	Make a chart for the bulletin board, squared off, with one vocabulary word in each square. Paste or glue on pictures from magazines or catalogs. Or students could draw pictures of the corresponding words. Dittoed work sheets: Matching - list of vocabulary words; drawings illustrating words.
	Your and Your Bicycle Progressive Pictures, Inc. 11 min B&W An educational film to teach students correct riding habits.	Fill in blanks: Make up work sheets using the students' sentences - leave blank for the vocabulary word. Questions and Answer: Questions about bicycles and bicylce safety. Again - use students' sentences.

CONTENT

RESOURCE MATERIAL

Films - Auto Club - Cont'd.
I'm No Fool With A Bicycle
Walt Disney Studios
8 min color
(Jiminy Cricket demonstrates safe bicycle conduct compared to unsafe practices.

Once Upon A Bicycle
Sid Davis Productions
11 min B&W
In the film, the bicycle rider is likened to the pilot of a helicopter, the driver of an automobile, and the motorcycle rider in as much as, like they, he has the responsibility of making sure that his vehicle always is in perfect mechanical condition ... and of knowing the traffic laws and regulations by which he must drive, before he rides on the streets in traffic.

Filmstrips:
Bicycle Safety
Discusses safety features on bicycles themselves, and shows how safety rules for automobile drivers also apply to bicycle riders.

I'm No Fool With a Bicycle
Begins by sketching a brief history of the bicycle. Makes the point that today's bicycle is about as safe as it can be built and that bicycle safety depends mostly on YOU.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

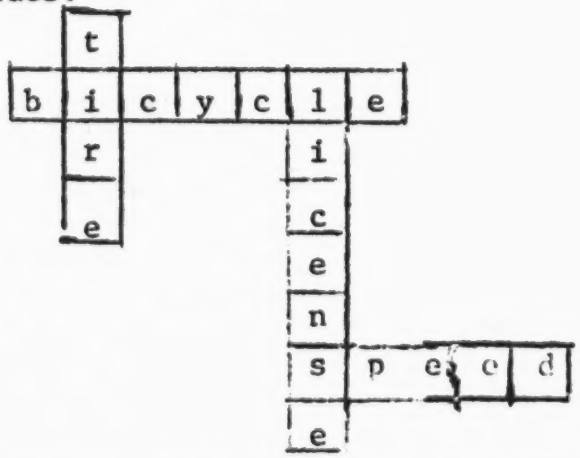
LEVEL III

Dittoed Work sheets: Multiple choice:

Ask question or leave blank to fill in with choice of answer. Again - Use students' sentences..

Crossword puzzle:

Teacher make a simplified puzzle using terms from vocabulary list. Use students sentences with blanks as clues.



Dictionary: look up vocabulary words in a simplified dictionary.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Safety On the Bicycle Photographs present basic safety rules for boys and girls who ride bicycles. Record: Safety On a Bicycle Presented in the interest of student safety by General Telephone. Introduction by Art Linkletter.	
b. Pedestrian Safety	Filmstrip: I'm No Fool As A Pedestrian (Primary - elem. level) Safety Coming to School And In School (Elem. - Jr. Hi.) Shows the need for cooperation with traffic officers, and school safety patrols.	Request school crossing guard to talk to class.
	Auto Club Film: The Safest Way B&W 19 min. Depicts the step-by-step activities of a group of fourth graders who show how they worked out each child's safest way to school.	Following the showing of this film, the activities could be* re-enacted by the class. (*If the students live within a small enough area to be included on a map.)
	Dick Wakes Up 14 min B&W (Elem - Jr. Hi. Level) Stresses the idea that safe walking and playing habits are not just "kidstuff".	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	The Case of Tommy Tucker B&W 22 Min. Elem - Jr. Hi level Demonstrates the need for safe driving by presenting the experiences of one boy who, by example and initiative, establishes a successful safety program for his community.	Discuss pedestrians, especially carelessness - jaywalking, darting into traffic, lack of courtesy to drivers, walking on wrong side of road without sidewalks. Make a list of pedestrian safety and courtesy rules.
	The Talking Car 15 Min B&W 4th, 5th, 6th Gr. Level A film partially animated, emphasizes the need for children to follow safe walking rules.	
	I'm No Fool As A Pedestrian 8 Min, color Jiminy Cricket is teacher in this film on pedestrian safety.	
c. Bus Safety	Filmstrip: School Bus Safety Photographs point out school bus safety rules and principles.	Teacher check with transportation department for list of the particular school district's rules of conduct for bus riders. Bulletin Board: Posters of basic bus safety rules.
	Safety on the School Bus 11 Min B&W Elem & Jr. Hi. Designed to promote greater safety on the part of those who ride the school bus. Demonstrates safe practices for all riders, both on and off the bus.	First Day of School: re-emphasize standards of bus conduct before dismissal. Riding the bus is a privilege. (If pertinent -) Emphasize: Use of seat belts.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
2. Safety for Others a. General Safety	There are many of the I'M No Fool films pertaining to safety. Filmstrip: Safe Play On School Grounds Elem - Jr. Hi) Dramatizes the danger of playing on the street. Shows the value of playing carefully near playground equipment. Explains how to avoid accidents while playing baseball, etc. Safety At School Designed for use early in the school year to help impress children with the need for safety... Points stressed include: safe ways to walk in the corridors and on stairs, avoiding opening doors, how to act during a fire drill, and safe use of tools.	Make master chart of established safety rules for us and others. These should include: 1. Hall conduct 2. Dress (shoes) 3. Playground areas 4. Equipment 5. Supervision 6. Fire drill procedure
b. Fire Drills	Filmstrip: Fire Prevention At Home and At School Acquaints Elem.-Jr. Hi. students with the rules of fire prevention. Shows such things as false alarms and their disastrous results, and location of fire alarm boxes.	Review fire drill procedure and standards periodically, at least monthly. Practice fire drill before regular drill.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
E. LEISURE TIME		Activities for use when assignments are completed: Educational games (commercial or teacher-made) Bingo, Word Bingo (Teacher-made using basic sight vocabulary) Checkers, Recreational Reading: Remedial books, "I Can Read' series, "Little Owl" series. Art - water colors, etc. Set rules for use - <u>after</u> assignments are completed.
F. VOCATIONS	School Personnel	Arrange with custodian - maintenance men, gardeners, delivery men - clerical workers. Audio visual people (i.e. to discuss their jobs) 1. Qualifications, 2. Responsibilities, 3. Work day, 4. Benefits. Discuss how a helper or assistant could be used with each of the above mentioned personnel.

C O M M U N I T Y

Section V

Level III

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
V. COMMUNITY A. LOCAL COMMUNITY IDENTIFICATION 1. Geography	Films: Let's Make a Map Helps us learn how the physical world is represented on a map. Buildings on a street are related to cardboard models of the buildings. Comparative sige and distance are illustrated. Refer to local Map Filmstrip: This is Our Town The features of a typical town - residential area, the shopping center, the school, the hospital, the public utilities, the manufacturing plants, the dairy industry and marketing centers.	Make a "map" on a table of the school and local community. Make houses, stores, business offices, etc etc. out of small cardboard boxes. Use stips of cloth or paper for roads, streets and freeways. Identify local geographical landmarks: streets, roads, freeways, hills, mountains, valley streams, rivers, ocean, flood control channels, barrancas, orchards, orange groves. Identify important community buildings: Elementary school, junior high school, high school, fire department, police department, city hall, library, shopping centers, parks. Make a large pictorial map of the surrounding community (size of the bulleting board) On the wall map label: Our school, neighborhood schools, important community buildings, important local industries, local geographical landmarks. Label map N,S,E,W. Identify in relation to surroundings. (Label room N,S,E,W) Worksheets: Question and answer (using map) 1. What street is north of our school? 2. Is the sheriff department east or west of school? etc., emphasizing N,S,E,W directions.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		Question and answer (using map) 1. What two streets are by the fire department? 2. What school is by (i.e. Imperial and Santa Gertrudes?) 3. What street is Newberry's on? 4. What big street is south of your house? 5. What is near (i.e. Firestone and Pioneer?) Several worksheets can be made up asking questions of this type. Give the students paper and pencil and tell them to write write down the names of the streets they walk along to home or that the bus drives along. Find these on the map. (wall map) Make a list of the major streets in your area. Include these in your vocabulary list for study of the community.
2. History	Chamber of Commerce City Historical Society Local Newspaper Parks & Recreation Dept. may have charge of important local historical facilities. Inquire about study trips to any any of interest.	Read to class, from available sources, the history of the local community. Have the class write "A History of _____" as a group activity. Use the students' ideas to compile a booklet and duplicate for the individuals.
3. Institutions a. Schools		Review study of school, but expand study to recognize: 1. That the school is only one of many in a district. (Identify other schools in the area related to this school, elem, junior high or high schools) and 2.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		2. The school district serves the community. a. Preparation of future citizens. b. Jobs for local citizens. c. Part of local economy (obtain and cite figures for purchase of paper, food supplies, building materials, etc.) d. Provides facilities for group assemblies (Boy Scouts, Girl Scouts, PTA, YMCA groups) e. School playgrounds are used as recreational areas.
b. Hospitals		Hospitals serve the community, caring for the sick and giving emergency care to the injured. (Many EMR students have more than a casual knowledge of hospitals. Many have been involved in accidents or have other handicaps or problems which required hospitalization at one time or another). Vocabulary list: Hospital, emergency, ambulance, doctor, nurse, specialist, surgery, pill, shot, medicine, bandage, crutch, operation, germs, x-ray, first aid, waiting room, wheel chair, asthma, oxygen, thermometer, blood test. Make up a sentence for each word after discussion and definition or clarification of terms. Make up worksheets using these sentences. (Leave blanks, question and answer, multiple choice, crossword puzzles, etc.)
c. Bank		Identify banking services: savings accounts, checking accounts, loan department, safe deposit box. Make a list of important vocabulary words. (Solicit words from students) Sample list: Bank, money, currency, check, coins, account teller, manager, thousand, dollar, nickel, dime, quarter, safe, checkbook, balance, amount, decimal, armored truck, silver, savings, withdraw, deposit, borrow, loan, cash, change.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		Class make up sentences about each word after discussion and clarification.
		Teacher make up worksheets using these sentences.
		Obtain sample forms from local bank or duplicate similar ones. Learn to fill in deposit or withdrawal slips, checks, checkbook, etc.
1. Fire Department	Visit local fire station	Review prior year's study of fire department. If sufficient interest, develop a more-detailed unit of study.
	Ask firemen to show different types of uniforms: 1. Dress 2. Work 3. Fire Fighting suit with special attention to utility of #3.	Vocabulary list: (draw from class discussion) Fire station, department, engine company, hock and ladder, fireman, captain, truck, siren, resuscitator, air mask, hydrant, alarm, hose, extinguisher, ax, flammable, asbestos, fire escape, helmet.
	Walking trip: Locate hydrants in local area.	Make up sentences about each word after class discussion.
	Filmstrips: The Fire Department Shows the part the fire department plays in community life, showing the action from the alarm to the extinguishing of the fire.	Teacher make up accompanying worksheets (blanks, question and answer, multiple choice).
	The Fireman Presents a comprehensive review of the typical duties performed by firemen.	Learn the correct local fire department phone number.
	Our Fire Department Photographs show the duties and training of a fireman.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
e. Sheriff Department	Arrange for a tour of local police department or sheriff department or Request an officer to visit the class. Filmstrip: The Policeman Explains various police duties and follows one policeman through his day. Our Police Department Describes the duties and training of a policeman.	Make a vocabulary list of important words about the police department. Draw from class discussion. Police, sheriff, deputy, patrolman, squad car, siren, money order, ticket, violation, detective, traffic, motorcycle, radio, badge, finger print, revolver, helmet. Make up sentences about each word after class discussion. Teacher make up work sheets from students' sentences. Using sentences and class discussion as the basis, write "A Book About the Police / Sheriff". Include a section on the policeman, deputy and his duties as he serves the community.
f. The Local Post Office	Study trip to post office to learn: 1. How a letter is processed. 2. Different jobs of post office workers. 3. Interior of post office. Book: The True Book of Our Post Office and Its Helpers Miner, O. Irene Sevrey Children's Press 1955 Filmstrip: The Postman Depicts the activities of the men who handle mail and describes both city and rural delivery.	Locate the local post office on the map the class made. Make a list of important vocabulary terms: Post office, mailman, airmail, parcel post, special delivery, C.O.D., postal clerk, carrier, envelope, letter, mail truck, stamp, postmark, address, zip code, postmaster, out-of-town, local, mailbox, registered, insured, postcard. Important Concepts: 1. Only a mailman may remove mail from a deposit box. 2. Only occupants of a home may remove mail from their mailbox. Learn to address a letter properly. Learn to read schedule on mailbox telling times mail is picked up.

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL III

Filmstrip:
Our Post Office
Describes the duties of postal postal workers. Traces the s steps in the handling of a package and a letter from posting to delivery.

Post Office Department
Shows how the Post Office sees that mail is delivered efficiently from sender to receiver. Also explains the various classifications of mail and the special services of the department.

Post Office Department
Deals with the growth of the Post Office Department since 1789 and describes how mail is delivered.

After study trip, discuss which windows sold stamps only, C.O.D., parcels, etc. Discuss which window one should go to for a particular item.

Learn procedure for mailing packages.
1. Size regulations.
2. Proper wrapping and tying.
3. Proper labelling.
4. Weighing the parcel.
5. Buying insurance.

Learn steps in writing a letter.
1. Write letter.
2. Fold and fit in envelope.
3. Seal envelope.
4. Address plainly, use zip code.
5. Put return address in upper left corner.
6. Put stamp in upper right corner.
7. Place letter in mailbox.

F. Newspapers

Local newspaper

Study trip to local newspaper office.

Filmstrips:
Covering the News
Explains how newspapers get the news. Follows the coverage of a single story from the reporter's assignment to complete story.

How Messages are Carried
Shows various ways messages are carried, including newspaper.

How does our local newspaper serve the community?

Local news, civic, social, sports.
Shopping advertisements.
Want-ads, lost and found

Write a class newspaper.

Learn how a newspaper works the procedures involved in assembling news and advertising for a paper and also learn about the people who work on a newspaper.

Vocabulary list:

Newspaper, story, office, reporter, editor, photographer printer, proofread, teletype, wirephoto.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	Mail Goes Through Traces the development of the mail as a form of communication. Photographing the News Shows the variety of assignments covered by the photographer; shows the progress of his pictures through the laboratory and the photo engraving. Printing the News Shows the printing steps.	
b. Public Works Department		
(1) Sanitation	Filmstrip: The Sanitation Department Crew Tells how trash and garbage should be prepared by each family for maximum sanitation; shows the special truck used to pick up waste materials. How waste material is taken to a sanitary land fill where it is buried under earth by large bulldoging tractors. Community Helpers - The Sanitation Department Color 11 Min. Our communities are a clean & healthy place in which to live because everyone works to keep them that way. Trained workers who use special machines help us keep the streets, parks, schools and our public buildings clean and attractive.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	My Father is a Garbage Man The job of garbage man is treated with simplicity and dignity. Analogy drawn between the orderly and tidy maintenance of the family home and the performance of similar functions for the whole town.	
(2) Health Department	Community Helpers for Health Gives some concept of the health activities of community organization such as Community Chest, Public Health Nurse, Infantile Paralysis Foundation, and the government services - Federal and local, and the American Red Cross.	Unit: Community Health. Important Agencies which serve to protect the community's health and safety: 1. Sanitation Department 2. Health Department 3. Street Maintenance Class discussion after viewing films; 1. List important services of these agencies and 2. List different types of workers.
	Community Keeps Healthy color 11 min. Community health department inspectors visit dairies to test milk and visit produce markets to examine food. City workers clean our streets, water department workers keep our drinking water pure.	Develop vocabulary list; then sentences about each word. Teacher can make up worksheets from these. Emphasize: Health Department Services 1. Immunizations 2. Report dog bites
	Health - You and Your Helpers The Health Department is shown making sure that community facilities help us well. Some areas covered include the processing of foods, checking cleanliness of bakeries and dairies, and the work in community clinics.	
	Our Health Department Shows the services of the city health department and duties of	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	health commissioner, public health nurse, food inspectors and other health department workers. Maintaining Community Health Drawings explain how government and private agencies work to safeguard water supplies, supervise disposal sewage, safeguard foods, control and prevent disease, support school health programs and promote industrial hygiene.	
(3) Street Maintenance Crew	The Street Maintenance Crew The foreman tells two boys how streets are repaired, describes the general duties of the street maintenance department. Sweep the streets, clean storm drains, remove fallen limbs, clean snow from streets, mark lanes for safe driving and walking, etc.	
i. Library	Filmstrips: The Librarian The librarian helps a boy to use the card catalog to find a book about dogs. Shows the librarian issuing library cards, checking, shelving and repairing books, and telling stories. Includes scenes of a bookmobile in use. The Librarian Concerns the visits to a large public library by two girls. on a tour of the building, explaining the duties and services of library personnel.	Study trip to local library Request librarian to speak to class about procedures for obtaining a library card and regulations for use of library.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
4. Industry		Identify industries found in your locality: Select for detailed study the ones that would have job possibilities for special education students
a. Restaurants and Cafeterias	Filmstrip: Dining Out Emphasizes the extra know-how required for dining out. Having dinner in the homes of friends and in public places subjects a person to more or less unfamiliar situations wherein he must be alert, be able to adjust to the demands of the place, time and occassion, and be in control of the situation at all times. Table Manners Recognizes that table manners are not for special occassions only, but are for every day.	Class discussion: How do restaurants serve the community? What jobs are available in a restaurant? What is suitable behavior in a reataurant? How do you read a menu? Vocabulary list: Breakfast, dessert, price, check, tax, entree, vegetable, a la carte, restaurant, cafeteria, cook, menu, plate, dishes, silverware, napkin, place mat, salad, beverage, lunch, dinner, workers, boss, waitress, waiter, dishwasher, hostess, busboy, janitor, salad maker, counterman. Make up corresponding sentences and worksheets from a list such as this, prepared by your students. Obtain samples of menus from restaurants. Learn to find beverages, salads and other categories. Learn to read prices. Duplicate a typical restaurant check. Practice filling in names of items, orders, also prices (also totaling prices and adding tax from a tax table).
b. Stores - Local Shopping Center		Class Discussion: 1. Services of stores. 2. Job possibilities in local stores. 3. Respectlfor property and rights of others. 4. Conduct in stores. Vocabulary list: (focus on your local shopping center - develop a similar list, drawing suggestions from your students) Shopping center, department store, toy store, Newberry's barber shop, grocery store, Ohrbach's, shoe store,

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		Unimart, candy store, bakery, drug store, furniture store, pet shop, florist, bike shop, automobile dealer, camera store, cleaners, market, laundromat, clothing store, nursery, lumber yard, hardware store, liquor store, turnstile, appliance store, workers, cashier, saleslady, manager, customer, parking lot, basket, cart (shopping), discount, sale, price, layaway, charge, cash, gift wrap.
		Class discussion:
		Clarify and define the terms your students choose for t the vocabulary list. As a class, make up 4 or 5 sentences a day, using these words.
		Teacher make up corresponding work sheets. (Ex: Sentences with blanks to be filled in; incomplete sentences with multiple choice answers; questions and answers based on these sentences, crossword puzzles using these sentences as word clues.)
		Also: Matching
		Column 1 — Types of Stores: Toy store, Bike shop, Shoe store, Market, etc.
		Column 2 — Merchandise: Sting ray, Slippers, Meat, Game, etc.
		Repeat question, changing item each time
		Same type of worksheet - Questions
		"In what kind of store would you buy a dress?"
c. Landscaping Services		Landscaping services are a potential job area for special education students. Many students have some acquaintance with the necessary skills because they have chores of this type as their home responsibility.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		aLEVEL III Take the class on a walk through the neighborhood. Stop to observe closely several different yards; on return to class discuss what the differences are between neat and careless looking yards. Make a vocabulary list of related terms. Sample list: Landscaping, tree, grass, lawn, shrub, bush, trim, seed, weed, lawnmower, edger, rake, broom, shovel, clippers. Make up sentences for each word (4-5 a day) then work-sheets from these sentences.
d. Markets	Study Trip: Local Market Film: Wholesale Produce Market, Part I COLOR 19 min. Shows the relationship between the retail market, wholesale produce market, farm and the harbor.	Study of the market at this level should focus on the types of work involved in the operation of a market. Sample vocabulary list: Market, retail, wholesale, clerk, stock boy, manager, cashier, butcher, baker, delivery men, salesmen, shopping cart, turnstile, automatic door, produce department. (Vocabulary lists will vary according to the age and background of students. It is important to use the vocabulary with which the class has some acquaintance.) Develop understanding of terms by class discussion, making up a sentence for each word.
5. Recreational Facilities		
A. Local Parks and School Play grounds	Obtain copies of the seasonal schedule from the local park district. Class-made wall map.	Learn to read the schedule; then determine which activities are of interest to individuals of the group. Emphasize: time schedule for supervised play at parks and/or schools nearby students' homes. Locate neighborhood recreation facilities on the local map.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	Filmstrip: Respect for Property There are many kinds of proper- property, and each persopr has a right to own without fear of theft or damage. Specific examples bring these precepts within range of daily experience.	Discuss standards of behavior and conduct; respect for property.
	Places We All Own Explains how combined taxes provide schools, parks, streets, etc. Stresses respect and good care of public property.	
b. Local Theatres and other Places of Recreation	Filmstrip: Manners at the Movies Presents with cartoons good manners at the movies from arrival to departure. =	Class discussion topic: "Places to Go For Fun" Sample List: Beach, drive-in, walk-in, dancing lessons, visiting, Little League, roller rink, bowling, camping, fishing, park, Scouts, Clubs. Discuss and list the various places in the local area that are available for recreational purposes. Also include mention of places that are not for recreation ((i.e. shopping centers). Discuss behavior and manners; respect for property and rights of others.
	Boy Scouts and Other Groups Shows how the various activi- ties and training in Boy Scouts aid the formation og good character & makes for better citizens.	Class write and illustrate a book about "Things to do and Places to Go for Fun in Our City". Duplicate copies for all.
	Enjoying Today Explains to children the pleasure that results from daily participation in group activities. Explains that day dreaming is a waste of time.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
B. PEOPLE		
1. Likenesses and Differences	Filmstrip: The biographies of great men demonstrate that despite great differences in background, nationality, and religion, each made a significant contribution. In a school setting the students are shown examples of helping a very poor girl, a shy and sickly boy, foreign students, a cripple, and even the school "dumbbell".	Refer to Topic I, "Self", pages 111-112. Review class discussion of likenesses and differences.
2. Social Relationships	Filmstrips: In Public Buildings Bob is careful not to disturb others when he goes to the mobies, the museum, and the library. Points out that the librarian and museum guard are glad to have Bob visit, because he respects the property of others.	
	Consideration for Others To help students understand and develop moral and ethical values. To offer some suggestions on ways of showing consideration for others; by not disturbing others; by lending a helping hand; by helping others feel comfortable and happy; by being fair in thoughts and treatment of others.	Use these filmstrips as bases for class discussions. Emphasize desirable traits and attitudes. Discuss situations in which class members could make use of what they learned from these filmstrips.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	Filmstrips: Alan Mends His Manners (Counrtesy) Boy is thoughtless, rude, self-ish until he overhears comments about himself. Discussion, activity material. Jack Joins the Team (Loyalty) Jack learns something about loyalty. Janet Finds a Friend (Friendliness) Girl thinks her new neighbor is snobbish, learns that neighbor feels same way about her. They become friends. Larry Learns Respect (for Property) We know we must respect other people and their property. This is a story about Larry and what he learned about this problem. Paul Tries A Smile (Cheerfulness) It is easy to be pleasant when we feel like it, but hard when we do not. In this story Paul finds out how his mood affects others.	
C. THE CITY AND COUNTY 1. Geography	Local map County map State map	Define City and County. (Typical student definition - "A city is a big town where people have built many buildings. A County is made up of many cities, towns and farms.")

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Filmstrip: Why and How Cities Grow Names and illustrates a number of reasons why cities happen to be located at certain points, near transportation, near raw materials, good climate, etc. Other factors in city development & emphasizes such as good roads, careful planning, good churches, business, etc.	(Also differentiate between county and country) If school is in a small city, have the students make map of the city. On commercial map, locate: 1. our city; 2. our county; 3. important rivers; 4. ocean, mountains; 5. important freeways,; 6. important highways; 7. city hall; 8. other neighboring cities that students are familiar with (i.e. Anaheim - Disneyland, etc.)
2. History 2. History	Chamber of Commerce City Historical Society Local newspapers Local library Visit local places of historical interest (missions, museums, etc.)	Try to determine: 1. Who founded our city? 2. Why was this site chosen? 3. Where was the original town located? 4. What people were important in the early years of our city? 5. How was our city planned? 6. What industries were started here at first? Write "A Book About Our City" as a class project. Duplicate copies.
3. Industry	Filmstrip: City Helpers Depicts some of the helpers in a local community, including the paper boy, meter readers, playground leader, garbage collectors, street workers, service station operator, barber, plumber, veterinarian and telephone repair crew.	What are the important industries in our city? Select for detailed study the ones of greatest interest and with greatest potential for job opportunities for special education students. General topic for unit: Industries in Our City Manufacturing: automobiles, aircraft, clothing. Tuna fishing, Restaurants and Cafeterias, Stores (department, clothing, toy), Television, Dairy farms, farms, services and utilities, etc.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES ATITLE III
	Factory Workers Shows many workers helping to make a boy's suit in a large factory, as typical of how people earn a living and how clothes are made. Office Workers Shows Ed visiting his father's office, from which stores buy Christmas decorations to sell, and the activities of men and women who work there. Preparation of the Live Television Show Shows various stages: writing, directing, rehearsal, makeup, costuming and final production. Business in the City - Here is the City Shows people and facilities contributing to the comfort of American community life. The Service Station Attendant A typical day in the life of the service station attendant is shown as he services cars, fill them with gasoline, changes oil, lubricates, repairs tires, makes services calls for motorists in trouble.	
4. Cultural and Recreational Facilities	Filmstrip: Having Fun in the City A visit to parks, recreational facilities, and places of amusement in and near New York City.	Unit: "Places to Go for Fun" Have the students list places in the city add counties nearby. Sample list: Disneyland, Knott's Berry Farm, Marineland, Santa's Village, Alligator Farm, Wax Museum, Pomona Fair, Sea World, San Diego Zoo, Pacific Ocean Park, Catalina,

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Trip to the Mountains A trip to Bear Mountain State Park and other mountain areas in New York State.	Salton Sea, baseball games, beach, parks, theatres, -(drive-in, walk-in), desert, camping, fishing, swimming,-(municipal pool). Make a chart of these words, using either children's drawings, photographs or postcards to illustrate each word word.
	The City Playground Shows how city children use the playground where they can can play safely.	Make up sentences for each word.
	The Lake in the Park This is a story about the function of a city part, and how different people use the park for rowing, fishing, and sailing toy sailboats.	Teacher make up worksheets from the sentences, leaving blanks to fill in, or question and answer type, or multiple choice. Base these on the students' own sentences.
	Our Parks and Playgrounds Emphasizes the importance of city parks and playgrounds as areas for playing and making friends. Shows many recreation facilities which are available in a city park and explains that municipal parks are owned by the tax-payers.	
5. Government	Filmstrips: Local Government Drawings explain the organi-zation and functions of a local government.	Learn what type of government your city has. Learn which officers are elected and appointed. What are the duties of the city government - what does the city control? What services is the city responsible for?
	Municipal Government Drawings describe the functions of the executive, legislative and judicial departments of municipal governments. Explains that many services	After viewing filmstrips and class discussion make up a vocabulary list, then sentences, then corresponding work-sheets.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
	essential in crowded urban living areas are provided through the organization in cordporated municipalities granted charters by the states with money largely collected from property taxes.	Elect class officers.
D. CIVIC AND SOCIAL RESPONSIBILITIES 1. Recognizing Rights	Filmstrip: What We Must do for Our Country What Our Country Does for Us	List reasons for cultivating a sense of responsibility. Make a chart (pictures) showing label behavioral patterns. Where do your rights stop. Where do others begin?
2. Obeying the Law	Film: Respect for Property Coronet	Why laws are important. Make signs showing some laws (traffic, etc.) - School attendance. Visit from law enforcement officer. Visit to local court. School rules, home rules. Protecting private property. Protecting public property. Local laws - National laws.
3. Participation in Community Activities		Helping at school as a contributing citizen. Make gift for homebound classmate, junior red cross, such as decorations for hospital trays for holidays. Display and discuss campaign literature of such organizations as United Fund, Red Cross, etc. Show and discuss films showing purpose and work of agencies and organizations. Construct a voting booth for mock election.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		Read and report disaster or accident in Newspaper. Listen to newscasts of work of organizations during time of disasters. Discuss community cooperation relative to disaster.
		Discuss how we help organizations do their work.
		Discuss B.S.A. - Y.W.C.A. - Y.M.C.A., Campfire, etc.
4. Safety	Filmstrip: Safety in Outdoor Sports Shows safety rules to follow in sports participation.	Discuss community helpers as related to emergencies and first aid.
		Draw pictures illustrating safety practices.
	Safety in the Water Discusses safety rules for pa passengers in small boats, for experienced and in-experienced swimmers, and for those who might attempt rescues in the water.	Make fire prevention posters.
		Fire drill procedures.
		Make clean up = fix up posters. Discuss why this is important to safety.
	Let's Be at Home in the Water Shows elementary school children how they can have fun in the water if they play safe & follow the rules.	Learn fire and police and emergency telephone numbers.
	I'm No Food in Water Several important safety rules for swimming are graphically illustrated.	
	Safety in the Summer Discussion of most common danger spots in unsupervised summer activities.	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
E. VOCATIONS		LEVEL III Discuss jobs that cause us to receive products or classroom supplies - Take one supply (an eraser or piece of chalk) trace its origin, processing, etc. Plan and take field trip to various places of work. Collect pictures of people at work. Label with the skills needed. Collect job application forms. Check qualifications. Make mural of workers in community.

STATE

Section VI

Level III

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
VI. STATE		
A. STATE IDENTIFICATION		
1. Geography	U. S. Maps, World Maps State Maps	Locate California on maps. Make relief map showing topography - label areas (central valley, mountains, etc.)
2. History	Film: California Missions	Make map depicting journey of Father Serra.
	Books: California Mission Days Bauer, Helen	Make adobe bricks (slip and straw) for making missions and pueblos of early California.
	The Rush For Gold Beals, Frank	Make map showing gold mining settlements. Discuss: How did the discovery of gold help California to grow rapidly.
	California Beginnings Hoffman, Lola	Trace routes of gold seekers to California.
	Record: Rush California Gold Rush L103 Enrichment Records	Dramatic play - coming to California - discovery of gold.
	Book: On the Golden Trail Hawthorne, H.	Why were these people called "Forty-niners?" Take field trips to historical landmarks - mission.
a. Holidays		Discuss what is a state Holiday - Admission Day. Dramatic play - Claifornia learns of acceptance into the Union.
3. Conservation	California Yesterday State Series	Discuss: National Parks - game preserves, water sheds, reforestation projects.
	California Today State Series	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
4. Recreation	Book: In Your State Hudson & Weaver Pacemaker Books	Make posters showing Recreational areas. Where would you go for these.
B.		Discussion: If you could visit any place in our State, where would you like to go? Why? What would you expect to see?
B. PEOPLE AND THEIR WORK		
1. Motion Pictures and Television		Favorite shows, favorite personalities. People needed to produce shows.
2. Transportation	Films: Building a Highway EB Films	Review short history of transportation. El Camino Real, Overland Stage.
		Talk to truck drivers. Find out special signs and rules for trucks.
	Development of Transportation EB Films	Take trip to airport. Take trip to harbor.
		Observe map of our freeway system.
		Discuss how were transportation and communication improved following the gold rush?
3. Agriculture	Films: Citrus, The Golden Fruit Hoefler	Take walking trip to fruit, vegetable stand or large grocery store. Make a list of fruits and vegetables that are grown in California. Where grown.
	Groper Barr	Make map showing agricultural product areas of our State.
	Dairy Farm Coronet	

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
4. Mining	Books: Petroleum S.F. 338.2 Cement, How We Get F.S. Glass, How We Get F.S. Important Minerals SVE Gold Cotton from Fiber to Fabric McGraw Film: Paper E.B. Films	Make display map of products mined in California. Label the areas. Words to know: Gypsum, petroleum, asphalt. Make list of building materials in our school that are mined.
5. Manufacturing		Discuss & list things that are manufactured near you. Make water wheel (generator) and steam wheel to show some sources of power used. Display board with samples of products. Define raw materials. - finished product.
6. Forestry	Film: Lumberman Frith Story of West Coast Lumber F.S.	Uses of forests - how renewed, Why? List materials in school made from forests.
7. Fishing	Films: Tuna Fishing Hoefler	Add fish to your products map. On map find bays used by fishing fleet. Field trip to Cannery.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
	Fishing for a Living Johnson Hunt	Tuna most important food.
C. GOVERNMENT		
1. Services	Invite California Highway Patrolman to talk about his job.	Discuss the following services: 1. Public Health - protects health of people. 2. Welfare - Helps those who cannot take care of themselves. 3. Highways - Builds and maintains highways. 4. Police - Protects lives and property. 5. Agriculture - Helps farmers. 6. Education - Helps schools. 7. Motor vehicles - Handles registration of vehicles and licensing of drivers. How can we help the above? Write to above Departments for information.
2. Organization		Find out who the following are: Fill in names. Discuss jobs: 1. Governor _____ Head of Executive Branch. 2. Lt. Governor _____ Takes over when Governor is away. Head officer of State Senate. 3. Attorney General _____ Chief legal officer. 4. Secretary of State _____ Keeps State records - in charge of State Elections. 5. State Auditor _____ Examines all State money matters. 6. Treasurer _____ In charge of State money. 7. Superintendent of Public Instruction_____ Knows and enforces school laws.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
D. VOCATIONS		**LEVEL III** Discuss: The State governement must hire many people to work for it. The state government usually has more people working for it than anyone private business in the State. State Policeman - protects its citizens. State Policemen - protects its citizens. Forest Rangers, protects its forests. Janitors, gardeners, carpenters, electricians, and road workers are hired to take care of public property. Administration and Educators are hired to help with our schools. Nurses, doctors, technicians are hired to look after the health of the people. To care for the State money, accountants, taxmen, book-keepers and clerks are used. The State also hires lawyers, engineers, social workers, scientists and many other kinds of workers.

N A T I O N A N D W O R L D

Section VII

Level III

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
VII. NATION AND WORLD		
A. IDENTIFICATION		
1. Geography	World maps Globes	1. Locate United States. Identify neighboring countries. 2. Locate continents - compare sizes. 3. Find countries that have similar topography, climate. 4. Make a globe - papier mache' over a balloon. 5. Identify Eastern and Western Hemispheres. Contrast East and West. 6. Make U.S. map (flour & salt) - show major topographical features. 7. Identify major water bodies of world.
2. The world as home of man	Weekly Reader maps Resource speakers Exchange students	1. Make a survey of students as to origin of ancestors. 2. Discuss how geographical factors affect peoples' ways of living. 3. What are some of the customs and traditions that are exchanged? 4. Role play intercultural situations. 5. Discuss famous people and their contributions. 6. Listen to music from foreign lands. 7. Make a scrap book (clippings from papers, etc., showing foreign people and activities.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		8. Have children bring in dolls that have foreign costumes. 9. Build model homes that are used by the people in various geographical areas. 10. Build model floats (as used in parades) of nations around the world.
3. The U.S. in relation to other nations	Daily newspapers	1. Discuss current events. 2. Consider the importance of world trade. 3. Discuss "The melting pot" of the United States. Why? 4. Make field trips to Olvera Street, Chinatown, Japanese sections, etc., of Los Angeles. 5. Build display of quantities of food consumed in various countries - contrast with U.S.
4. History	Patriotic songs	1. Discuss early explorers. Marco Polo - Leif Erikson. 2. Trace the routes of Columbus - discuss the importance of his discoveries. 3. Develop time line depicting historical events leading to discovery and explorations of America. 4. Field trip to Independence Hall at Knott's Berry Farm. 5. Make relief map to show phases of the Westward Movement. 6. Make diorama depicting historical events.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		7. Make a list of "first's" in our country.
		8. Dramatize great events in American history.
		9. Play roles of leaders - guess who, e.g., "I traveled to a land called Cathay - who am I?"
		10. Discuss how values, needs and interests impel people to move from established homes to new lands and new ways of living.
B. CURRENT WORLD PROBLEMS		
1. Wars	Weekly Reader Scope Daily newspapers	1. Make time line showing wars. Why were they fought? What were the results?
		2. Read about and discuss current conflicts - where - who is involved. How does this affect us?
		3. Discuss the various branches of the Service (Army, Navy, etc.)
2. Population		1. Construct a population map
		2. Make a bar graph for population in relation to square miles.
3. Diseases		1. Make chart (map) showing diseases that are prevalent in various parts of the world.
		2. Use of science booklets - Lister - Pasteur, etc. Discuss why they were important.
		3. List contribution of countries in controlling diseases.
		4. Define epidemic - compare early and modern prevalence.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
4. Food Production		1. Make a product map showing the different farming regions. 2. Use school menu and discuss what products are used in making the meal. Where are these obtained? 3. Make scrap book of foreign cookery. 4. Plan a Mexican, Chinese, Japanese, etc., dinner - identify terms used. 5. Discuss food production in other countries.
5. Challenges for the future		1. Discuss consumption of natural resources. What would happen if these were depleted? 2. Discuss the impact of population growth on food production - housing - natural resources. 3. Where do we go from here?
C. PEOPLE		
1. Living together		1. Make a chart showing origin of families in your class. 2. Role play intercultural situations. 3. Discuss current events relating to the changes in social climate. 4. Collect flags of nations around the world. (See U.N. packet)
2. Likenesses & Differences		1. Discuss various ethnic groups. 2. Draw from students - what are some of the differences in people?

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
		3. How are these people alike? 4. Collect pictures showing likenesses and differences.
3. Interdependence of people	Pictures of people at work and play	1. Make mural showing how people are dependent upon others - (sequential). 2. Graphic illustrations showing dependencies: a. transportion b. food c. shelter d. clothing Discuss the various jobs and their importance. Discuss qualification of our leaders. Note: In upper levels of government - much work comes under civil service .'. Many (?) of our students would be able to acquire a position.

LEVEL IV

F A M I L Y

Section II

Level IV

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL 4
I SELF		
A. PHYSICAL		
1. Identification and Function of Body Parts	Science Models	Discuss - basic body parts. Student use opaque projector to blow up pictures of body parts.
a. Review physiology of body	Commercial ditto material available in L.A. area- pictures and story.	Class - Make basic chart of health and safety rules regarding body parts.
b. Emphasize:		Emergency measures to take. How to call doctor, name, number.
1. Blood type	Standard health text for pictures	Students practice first aid measures. Secure charts for medicine cabinet on cancer dangers, poisons.
2. Appendix		
3. General first aid	Red Cross first aid book	Discussion and action. Use ditto sheets and have follow directions.
c. Space and Direction Orientation	P. E. mat	Student stand - what is in front, back, right side, student lie down on back - move arm to right.
d. Food	General Telephone - films available on these subjects District film strips. L.A. County Health Dept. pamphlets	Discussion: 1. Basic four and why. 2. Make a sample menu for a week. 3. Explain energy - students make list of samples of acts. which use energy. 4. Compare body to car for energy and sleep.
e. Sleep		
f. Waste		5. Discussion: Embarrassment of people over social situations involving body waste. 6. Role playing - at football game on date.
g. Reproduction	Film: Reproduction resource people, nurse	7. Scientific facts of biological reproduction - Discussion. 8. Discuss: difference between man and other animals.
h. Reasoning - Logic	Puzzles Peg Boards Chinese Checkers Film: "You the Human Animal"	9. Present scientific method 10. Puzzles 11. Sorting exercises

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
2. Personal Grroming and Health	Health Department pamphlets	Student: 1. Chart - daily routine. 2. Chart - weekly routine. 3. Discuss.
a. Hygiene - Basic Health Habits by Day & Week	Standard health texts	
b. Grooming	Commercial free material "An Attractive You"-films School library - school newspaper	Review by reading 1. School rules on grooming. 2. Accepted standards at different places - Church, beach, discussion. 3. Investigate the norms for grooming (groups). a. Make visual aids b. Make group presentations c. Make notebook from newspaper clippings
3. Likenesses and Differences		
a. Identification of Sex Role	"Facts of life and love for Teenagers? - Duvoll	
(1) Masculine & Feminine Role		1. Discussion: What are masculine and feminine roles. 2. Role playing situations.
(2) Reproduction		
(3) Dating	"The Art of Dating" - Duvoll	
(4) Marriage	"About You"	
(5) Family - Husband & Wife Role	"How Much Affection" - film	3. Student made lists of responsibility of male and female - husband and wife in sub categories.
(6) Change of Life - Menopause & Climactic		4. Acceptable standards, what are they - Discuss. Groups - students gather standards in sub categories 5. Students speeches and reports on reading in sub categories.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL IV
B. SOCIAL SELF		
1. Personal Identification	Ditto sheets (from simple to complex	Ditto sheet - personal information - name, address, sisters, brothers, age.
a. Child - Immediate Family	Public Libraries (source of films and filmstrips)	List standards of behavior for these roles. Class discussion.
b. Child - Extended Family		
c. Student	Film: "Danny Rebels"	Act out situations in role playing.
	"The Gossip"	Some places roles are played: church, beach, dates, slumber party, camping.
2. Personal Property	Newspaper advertisement	Care of personal property: Discuss
	Dry cleaning and laundry slips	1. Pick common items and compute cost of purchase. 2. Care of clothes - cost.
	Service station car service list	3. Service monthly cost of operating an auto.
3. Self in Relation to Others		Review likeness and differences.
		Discuss:
		1. Treat people the way you want to be treated. 2. Realize all people feel good and bad.
a. Manners	Book: "Manners to Grow On" - Tina Lee	
(1) Telephone	"Your Manners are Showing"	Telezonia and teletrainer from phone company.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
a. (2) Dating		Review dating in discussion.
b. Acceptable	Observation: Film: "Making Friends" Film: "High School Prom"	Role playing - specific situations. Discussion: Come from class. Speech: Most interesting person I have met (repulsive, silly, ugly, hateful, etc.). (Ideal and why)
c. Unacceptable		
C. EMOTIONAL SELF		
1. Analyzing Emotions		
a. Self-discipline		Why you did what you did when you did it.
2. Self Appraisal		
a. Personality	Film: "Improve your Personality"	Standard personality tests. Role playing of social situation to act out.
b. Control of Feelings: anger, hate, pressure.		
c. Self-Improvement		
(1) Use Information Gathered to show Realistic "me"		
(2) Steps to Take to Achieve Improvement		Chart of personal improvement to be checked off during the year.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL III
d. Appearance		Classroom developed students rating sheet to measure their peers (present).
(1) Clean		Parent rating sheet taken home (Present).
(2) Neat		Personal rating of self (compare three).
		Observation of clothes students wear. (Classroom game).
e. Goals		
(1) Short term		
(2) Long term		
f. Hobbies		
g. Values		Write a short paragraph or make a list of values and where from.
(1) Tangibles		
(2) Intangibles (what is scared. What do I believe and why).		
h. General Standards of behavior	School Rules Film - "Act Your Age"	Discussion: What are they. General teenage standards now. Are they acceptable to teenagers in other places. Make notebook of newspaper and magazine articles showing these standards. Acceptable to adult world.
(1) Present) (Repeat)		
(2) Future		
(3) Table	Home Economic text	Students make cover and practice use in groups. Role play - serving, passing, etc.
i. Conversation	Television Radio Newspapers	Tape record students conversation. Use recorder in role playing situations. Students make small speeches about themselves.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES LEVEL III
REVIEW OF TOTAL SELF UNIT - LEVEL IV		
I. SELF		
A. Self Analysis		Introduction 1. What kind of person am I and how can I find out.
1. Past		
a. School subjects	School records	Discussion: 1. What were you like in the 4th grade in these areas; in the 7th (ditto sheet with subjects on it with column for 4th and 7th grade) Past
(1) Reading		
(2) Spelling	Peers	Rating sheet developed by teacher for students to rate themselves on these items (present)
(3) Math		
(4) Writing		
b. Physical	Parents	Observe people: record data about them. Divide data into male and female to emphasize masculine and feminine roles.
(1) Clumsy		
(2) Awkward		Standard dexterity tests.
(3) Strong		
(4) Sexual maturity		
c. Likeness	Newspaper pictures	1. List ways people are alike.
(1) Broblems	Parents	2. List common problems and goals - discussion of people.
(2) Goals	Peers	
d. Differences	Clergymen	
(1) Prejudices	School	What are your prejudices and why. Class list on board from all in discussion.
	Teachers	Discuss - where do you get prejudices.

F A M I L Y

Section II

Level IV

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		Level 4
II. FAMILY	Workbook "The Family You Belong To" Richard H. Turner	Discuss: What types of homes are there? What is your type? Students gather pictures of homes for bulletin board.
A. HOME IDENTIFICATION		
1. Recognition of Physical Facilities		Purpose of a home: Discuss and ditto sheet with 2 examples - students complete the sheet. (Protects from weather and provides privacy) List the major materials homes are made of inside and outside. Draw a floor plan of your home and label the rooms. Make a list of furniture needed in a home. (Use this list later in care section) Make a list of chores to be done each day, week and month.
a. Types of Residentes		
1. Room 2. Apartment 3. Trailer 4. Houseboat 5. Duplex 6. House		
b. Materials used in building homes.		
2. Care of Physical Facilities	Nurses Aid (How to make a bed) Red Cross kit for home. nursing (includes a bed)	Practice making a bed.
a. Your Room		
b. Items shared by Family Members:	Magazines	Students working in groups. Cut out pictures of furniture and items in house and make bulletin board. One group at a time. Add pictures and signs on how to care for each item. Discuss: Budget of time and energy. Student groups make panel presentation to class on their project. Presentation also includes demonstration. (Teacher make presentation of one item as concerte example before groups start to show how presentation is to be made.)
1. T.V. 2. Record Player 3. Games 4. Furniture 5. Utensils		
c. Time for care:		
1. Daily 2. Weekly 3. Monthly 4. Semi-annual 5. Annual or seasonal	School	Discuss: Difference between normal maintenance and special maintenance. (include outside maintenance here also, such as house painting or weekly garden care.) Take tour of your school to observe painting maintenance.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		Level 4
B. PEOPLE 1. Role Identification	Workbook: "In Your Family" Margaret Hudson & Ann Weaver Parents Globes Maps Workbook: "Understanding Maps" Allyn & Bacon	Discuss relationships of family members by asking "How many People in Your Family?" Go from immediate to relatives. Where did they come from? Family tree - each student work on their own. Bulletin board - map of world. Students mark where family originated. Baby pictures of students - Guess who _____.
2. Recognition of Family as a Unit	Text "All About Us" Life Book "Epic of Man" Pictures only Book: "I Remember Mama"	Trace formation of the family from cave man. Using the text - types of units called family. Students list reasons people banded together. Advantages of the family grouping - discuss. Student write a short story about his own family. Role playing. What should the ideal family consist of? A family council - good or bad - 2 groups debate. Read sections from "I Remember Mama".
3. Responsibilities of Family Members	Workbook: "Better Living" Lawson Parents Booklet: "Getting Along With Brothers & Sisters" Frances Ullmann	Students make a list of their responsibilities at home. Discuss: What do you expect from mother and father. What do they expect from you? Discipline. Role play family members responsibilities. Group reports (panel ideal family - each member's responsibilities. Student write a short paper on their ideas of what they want their own family to be like when they are married.
4. Social Relationships	Parents Booklet "Enjoying Leisure Time" William C. Menninger "Your Manners are Showing" Betty Betz "Manners to Grown On" Tina Lee	List your hobbies and interests. List mom and dads hobbies and interests. Discuss: Why are they differnt: (a) age, (b) experience. Students bring in & display hobbies in classroom. Refer back to expectation & review them in discussion. Role play a family gathering, table conversation & manners Role play a peer party - introductions to parents, party etiquette. Role play an adult role of entertainment when student has own family.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		Level 4
C. HEALTH		
1. Diet	Workbook: "We are What We Eat" Hazel Spitze, Patricia Ratz	Bulletin board on basic four. Discuss favorite foods of your family. Fit family foods into the basic four. Read sections of resource books. Students plan a family menu for one week.
	Workbook "Building a Strong Body" Allen E. Breed	
	Filmstrip: "Your Food"	
2. Cleanliness	Housekeeping	Review care. Ditto sheet explaining project: Groups pick project: How to clean a specific item. Each group make a chart step by step for possible products to use should be listed also. Display item used in cleaning. Demonstration of different cleaning methods. Class add major items not covered by report. Class make small book of all groups projects plus major items.
	Filmstrip: "Healthy Body"	
	Filmstrip: "Pesky the Cold Germ"	
3. Immunizations	County Health Pamphlets	Discuss: What is immunization. Ditto sheet: Major immunizations and age listed D.P.T., smallpox, measles, polio. Health Department representative make presentation to group. Common cold and how it spreads. Class develop a ditto sheet of basic rule for colds and basic home nursing technique.
a. D.P.T.	Family Doctor	
b. Smallpox	Film - "Defense Against Invasion"	
c. Measles		
d. Polio	Film - "How our Bodies Fight Disease"	
e. Pets 1) Rabies 2) Distemper	Film - "Care of Pets"	Family pets: Discuss the kinds students have and the threat to the family health they may pose.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES Level 4
D. SAFETY		
1. First Aid	Red Cross Manual Commercial ditto material available with pictures Book "Plans for Living - Your Guide to Health and Safety" W. Hudson & Ann A. Weaver	Ditto sheet listing common problems: burns, cuts, bruises, poisons, bites, concussions. Students fill in treatments for these. School nurse talk to students.
2. Emergency Situations	Red Cross Manual Baby-sitter's handbook Film - "That They May Live" Filmstrip - "Getting Acquainted" Child Care Series	Ditto sheet listing major problems: broken bones, shock, fainting, heart attack, need for oxygen. Students fill in treatment for these. Discuss emergency numbers and how to call in reports. Film and discussion on mouth to mouth resuscitation. Give ditto sheet on steps for mouth to mouth resuscitation. Discuss home damage problems: Fire, theft, water, electricity.
3. Prevention of Accidents	Safety Council Pamphlets Fire Department Pamphlets Water safety - Council Phamplets Dittoed commercial material Red Cross Manual Underwriters Association Bulletins	Ditto sheet on common accidents. Student survey of home to check against sheet. Discuss findings. Emphasize: storage, wiring, toys, clutter, pot handles over stove, disc. Family recreational trips and safety facts. Emphasis on: (a) auto seat belts, (b) swimming. Role play situations.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES Level 4
E. LEISURE TIME	Travel Agencies T.V. guide Newspapers Chamber of Commerce Parks Department	Review social relationships - age factor emphasis - Discussion. Small group project - Sources in community and state. Students secure brochures and information - make panel presentation to class. Field trips to places students reported on. Games family can do - students plan. Review spectators role at sporting events. Role play situations. Crafts and decorations projects for home beautification. Discuss what to look for in movies and T.V. programs.
F. VOCATIONS	Employment Department Occupational Guide Vocational Counselor Filmstrip "Discovering Your Real Interests" Filmstrip "Are you an Interesting Person"	Discuss: Possible jobs students can do around homes & list on board. Cut list to four: Custodial-housecleaning, cook, gardening, and painting. Review Department of Employment Guide sheet on each job.

N E I G H B O R H O O D

Section III

Level IV

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
III NEIGHBORHOOD		
A. NEIGHBORHOOD IDENTIFICATION		
1. Physical Facilities	Chamber of Commerce	Each student write a letter to Chamber of Commerce for information on their city. (Review letter writing to get finished product)
	Film: Maps are fun	Bulletin Board of pictures of students neighborhood. (Houses, stores, etc.)
	Film: Reading maps	Student project: draw map of their neighborhood going two blocks in each direction from their house.
	Commercial Ditto material Outline Maps	
2. Location and Type	Reading Series: Turner-Livingston The Person You Are. The Friends You Make. The Town You Live In.	Exercises on directions (N S E W) through body orientation. Ditto sheets on directions. Fit neightborhood maps together to form community. Fit neighborhood map into city map.
		Discuss type of neighborhood from standpoint of residential (apartments and houses) commercial and industrial.
		Classify by listing the people in your neighborhood - size, of family, ethnic, religion
3. Services	City Hall	Discuss services offered to neighborhood.
		Students list common ones together and specific different ones in their neighborhood.
	County Personnel	Speaker from the city, county explaining the total services and where they come from.
		Group Projects: research on each service - cost, people, how often performed, present as panel.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		Guest speakers explaining each service. Should list: Street cleaner, flush water pipes, drinking water, spraying for insects, roads, street lights, sewers, signs, police, fire, health, trash, weeds and clutter.
B. PEOPLE		
1. Inter-Personal Relat Relationship	Workbook: The Friends you Make Pamphlet: Getting along with Brothers and Sisters Workbook: The Person You Are	Review general rules of getting along with others. Role play undesirable situations: 1) Playing ball in the street. 2) Broken windows. 3) Riding bicylces on lawns. 4) Littering Role playing desirable situations: 1) Doing homework together. 2) Club groups, i.e. scouts. 3) Sharing, i.e. tools.
2. Inter-Family Relationship		List the things your family does with other famili s in your neighborhood. On one side of paper list positive, on the other side list negative. Discuss lists: (a) block parties, (b) picnics, (c) cookouts, (d) Fights over childrens rights (ball on newly planted yard. Role play situations - positive and negative. Discuss backgrounds families have - religious, ethnic as a source of problems.
3. People Work In The Neighborhood	Students Neighborhood map	Discuss dwelling maintenance - house, yard - gardeners, paint, others - lumbers, housekeepers, cooks. Discuss store maintenance. Public (library) and private (church) building maintenance.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		List jobs people have in neighborhood (review services) by door to door canvas as project. Present by individual verbal report.
C. HEALTH		
1. Services	Pamphlets from County Health Centers	Review services that apply including county. Discuss emergencies that arise. Role play emergencies. List emergency numbers on cards for home use.
2. Personal Responsibilities	Labels from Common Insecticides	Discuss and emphasize quarantine, epidemics and spraying for pests. Review poisons and the first aid treatment for same. Secure charts for medicine cabinet at home - poisons, seven cancer signals.
	Workbook: Plans for Living. Your Guide to Health and Safety By Hudson & Weaver	Review personal health and cleanliness habits. Locate on map family doctor, dentist and hospital (regular and emergency)
D. SAFETY		
1. Personal Safety	Workbook: Plans for Living	Review lists of conflicts students worked on previously. Student survey own dwelling.
2. Safety for Others		Student survey neighborhood. Role play: how to tell neighbor of hazards. Discuss individual rights vs. neighborhood rights. Include driving laws and habits, bicycles, skate boards and pets.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
E. LEISURE TIME	Pamphlet: Enjoying Leisure Time William Menninger	List activities available in neighborhood. Discuss possible improvements.
	Students neighborhood map	
	Workbook: The Monies You See Turner-Livingston Communication Series	
F. VOCATIONS	Book: The Job Ahead SRA Series	Discuss vocations found in neighborhood and make list of students interest.
	Book: Finding Your Job	
	Department of Employment	Student secure and read Department of Employment occupational guide sheets and make oral report to class of occupation of their choice. Teacher present common occupations not covered by students. Housekeeper, gardner. Include preparation needed for each job.

S C H O O L

Section IV

Level IV

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
IV. SCHOOL	School Student Handbook	1. Ditto sheet on student's name, address, phone, parent. 2. Students make card on school name, address, phone, for students to carry in wallet or purse. 3. Pass out school map and review - point out changes from previous years. 4 Give students individual program cards. 5. Discuss bell schedule. 6. Tour school - point out all rooms students will occupy; cafeteria, gym, snack bar, nurse's office, attendance office, library, book room, counselor's office, principal's office. Meet these people when possible. Relate this to school map. 7. Develop class rules with students - students make into chart and post in the room. 8. Find school on city map and mark the route each student takes. Use as bulletin board. Separate bus riders and walkers. Students compute time it takes to get to school.
A. IDENTIFICATION		
1. Physical		
2. Location & type	Maps of City Chamber of Commerce Rapid Transit Co. Filmstrip: Ride the Bus	
3. Services (to the student)	Student Handbook	1. Study student handbook. 2. Fill out attendance forms and read handbook section on procedures. 3. Emphasize and discuss: a. student body card b. annual c. clubs available d. counseling services e. food services - snack bar and cafeteria f. custodial and repair services g. room supplies and equipment
4. Schools of many kinds	School Student Handbook School catalogs	A. Discuss various school departments B. Compare elementary - Jr. Hi. - High School C. Discuss post-high-school opportunities - night school, trade schools, Jr. colleges, extension, community services such as lectures.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		D. Students in groups: research community and present in panel reports of different schools found in area. E. Discuss schools for handicapped: public or private. Mention blind, deaf, mentally ill, etc.
B. PEOPLE		
1. Identification of school personnel and roles	Student Handbook	A. Meet teachers B. Discuss school rules by reading handbook. C. Discuss school organization in handbook. D. Have principal, nurse, cafeteria worker, custodian, vice-principal or deans visit class for brief talk of their roles. E. Make above (D) personnel day. F. After the people make individual presentations - they form panel - students ask questions.
2. Student - adult relationships		A. Discuss individual and group responsibility. Need for rules. B. Discuss authority structure - class room, public, on the job. C. Compare school to large city and individual's job is learning. D. Develop class rules E. Discuss differences between teen-age standards and adult standards. Emphasize: 1. Legal age 2. Food, shelter, clothes given - accept authority because of age and experience in dealing with life.
C. HEALTH		
1. Services	Student Handbook Workbook - Building a Strong Body - Allen Breed	1. Read handbook and discuss available services. 2. Discuss health rules and procedures. 3. Visit nurse's office. 4. Emphasize health and accident insurance for students. 5. Explain extra-curricular activity insurance.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		6. Discuss dress regulations in terms of health habits.
2. Responsibility to peers	FILM: "How to Catch a Cold" County health pamphlets on communicable diseases Student handbook	1. Discuss need for good health habits in relation to group responsibility. 2. Read and discuss sources of: contagious diseases (from pamphlets), contact in classroom, hall, cafeteria, P.E., bus. 3. Emphasize: a. Stay at home when sick. b. County Health Dept. if no money for doctor. c. Have a family doctor and get checked once a year. d. Get x-ray or skin test once a year. e. Keep your own medical records - especially immunization.
3. School regulations	Student handbook	A. Review necessity for rules B. Read handbook 1. Discuss requirements for graduation. C. Students make chart of most significant regulations D. Emphasize disaster rules and regulations. E. Practice duck & cover and fire drills.
D. SAFETY		
1. Personal safety	Workbook - Plans for Living Commercial ditto material Film series - I'm No Fool - Walt Disney	1. Discuss areas of safety consciousness: classroom, furniture & fixtures, halls, grounds, bus. 2. Learn rules 3. Review behavior standards - accidents occur when students have elementary behavior. 4. Emphasize for both boys and girls accident proneness of females before menstrual cycle.
2. Safety for others	Workbook - Your Guide to Health and Safety - Hudson & Weaver	1. Discuss and demonstrate use of tools for: a. crafts b. shops c. homemaking

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		2. Students survey school for safety hazards. Write student cabinet letter of results, with recommendations.
E. LEISURE TIME		1. Set rules for classes after assigned work is done and before class is dismissed a. games b. library materials c. resource centers in the room 2. Discuss problems of above. 3. Discuss use of leisure time during breaks such as between classes, snack, lunch, and before school. Let students observe and discuss constructive behavior of all other students at the school.
F. VOCATIONS	Workbook - Campus Work Experience - Esther Carson	1. Explain campus work experience program to students. 2. Emphasize custodial, clerical, cafeteria, and grounds areas, only. 3. Read Dept. of Employment guides. 4. Guest speakers representing these groups. 5. Role play worker situations - emphasize problems. 6. Discuss work habits and attitudes.
	Workbook - Training the Custodian's Assistant - Hayward Union High School District	
	District Food Services Manual for Cafeteria Workers.	
	Dept. of Employment occupational guide sheets	

C O M M U N I T Y

Section V

Level IV

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
V. COMMUNITY		
A. LOCAL COMMUNITY IDENTIFICATION		
1. Geography	Workbook - The Letters You Write Turner-Livingston, Communication Series City of Lakewood, Chamber of Commerce brochures & pamphlets City of Bellflower, Chamber of Commerce brochures & pamphlets AAA for State & County road maps Topography map - L. A. area Film: The American Road	1. Students do research project 2. Each writes or goes to local chamber of commerce to obtain information packet. 3. Class writes letter to AAA for maps after review of letter writing procedures. 4. Students make list of neighboring communities and connecting roads, streets, highways, and freeways. 5. Class discussion of topography - relationship of Los Angeles basin to smog. Emphasize primary cause of smog - motor vehicles.
2. History	Lakewood Chamber of Commerce brochures & pamphlets Bellflower Chamber of Commerce brochures & pamphlets Community librarian Long-time residents of community. Film: California History Film: Northern California (Golden State) Film: Southern California Workbook - In Your Community Hudson & Weaver	1. Read historical information in Chamber of Commerce material. 2. Invite community librarian to lecture and answer questions on local history. 3. Students prepare list of long-time residents, select two to visit class to discuss history and development of community. 4. Discuss population movement and growth of California. Discuss origin and growth of community. 5. Show films. 6. Students write thank you letter to visitors.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
3. Institutions	Workbook - In Your Community Hudson & Weaver Workbook - The Town you Live In Turner-Livingston Reading Series	1. Read and work in work books. 2. Students make list of institutions and location - schools, churches, libraries, county offices, city offices, hospitals. 3. Review neighborhood services. 4. Field trips to selected spots chosen by students
4. Industry	Chamber of Commerce Better Business Bureau Trade organizations Unions Dept. of Employment	1. Students make chart in class of jobs held by parents. 2. Review history and discuss nature of current industry & kind - farming, no forestry or heavy industry. 3. Invite member of Building Trades Council to discuss development of industry and forecast for future. 4. Dept. of Employment representative visit and talk about what is currently available.
5. Recreational facilities	Pamphlet - Enjoying Leisure Time - W. C. Menninger Film: Water Safety Newspapers Chamber of Commerce City Recreation Director State Recreation Dept.	1. Mimeo list of facilities - checked by students to indicate ones they are familiar with. a. Discuss facilities, emphasizing lesser known ones. b. Review community maps for location of parks, YMCA's, commercial and public facilities. 2. Discuss other available resources outside of community - spectator sports, beaches, parks, commercial centers. a. Discuss R.T.D. discounts 3. Students make individual presentation of own hobbies, with demonstrations. 4. Invite Recreation Dept. representative to discuss facilities, especially summer programs. 5. Discuss expected behavior of participants at any facility- spectators, park users, etc.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
B. PEOPLE		
1. Likenesses and Differences	Workbook - The Town You Live In Turner-Livingston Reading Series Workbook - In Your Community Hudson & Weaver Chamber of Commerce Guest speakers of ethnic groups	1. Discuss ethnic groups making up community. Students make bulletin board showing groups. 2. Review Bill of Rights 3. Discuss various religions in the community. Students make chart of rules for tolerance. 4. Discuss pressure groups and advertising. Emphasize that people have same basic problems - advertising is an example to show this. 5. Discuss physical & behavioral abnormalities - include actions that don't fit the time and place. Role play situations concerning these. 6. Guest speakers of ethnic groups in community discuss their group. 7. Students work in groups or individually and present their religious beliefs. 8. Discussion after showing common likenesses & differences
2. Social Relationships	Workbook - In Your Community Hudson & Weaver Workbook - The Town You Live In Turner-Livingston Reading Series Book - Your Manners are Showing Betty Betz Book - Behave Yourself Book - Manners to Grow On Tina Lee	1. Read and work in workbooks. 2. Review private property concept and individual responsibility to himself and others. 3. Review group responsibility. Role play situations that arise. 4. Role playing of specific situations: a. Settling an argument b. Introductions c. Manners d. Adhering to adult standards 5. Discuss respect for authority, i.e., life guard, policeman, store owner, theater manager. 6. Entertaining - role play host and guest
C. THE CITY AND THE COUNTY		
1. Geography		1. Review L. A. County geography from

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		community unit.
2. History	L. A. Chamber of Commerce	1. Review L. A. County history
3. Industry		1. Student Project: each student pick industry to report on to class. Must make a visual aid to go with it - also written report. 2. Students compile written reports together into industry notebook with each member getting a copy. - Students type and ditto.
4. Cultural & Recreational Facilities	Free brochures Chamber of Commerce AAA - points of interest and camping directories	1. Discuss known points by students. 2. Make total list. 3. Assign 4 groups to S. E. N. W. sections of county - research and add to master list. 4. Field trips to places, i.e., music center, County museum, Griffith Park
5. Government	Book - Government and the People.	1. Review student government at school - discussion - compare to city. 2. Students make list - (school - city - county) - compare these three in chart. Project 3 groups - then combine charts into one. 3. Field trips to local city hall and L. A. County buildings 4. Guest speaker from County office. 5. Review agencies: employment, health, motor vehicle, etc. - emphasize civil service.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
D. CIVIC & SOCIAL RESPONSIBILITIES		
1. Recognizing rights	Workbook - Understanding Our Constitution Bill of Rights Pamphlet - Laws for Youth Pamphlet - Your Policemen	1. Review Bill of Rights - discuss what it means to the individual. 2. Individual and group responsibility - basic discussion 3. Rights of minorities 4. Specific - drive-in theater, restaurant, stores 5. Read Laws for Youth and Your Policemen.
2. Obeying the law	Workbooks - Newspapers You Read, T.V. You Watch, Movies You See Workbook - I Want a Drivers License Film: Keeping America Beautiful (litter)	1. Driver education unit (includes signs, practice tests, work books) 2. Mob, riot, fire, and accident - cover as spectator which would block people in performance of duty. Discuss and ditto sheet of different situations asking students to make judgments as to what they would do. 3. Lecture and show film - cost of cleaning litter. 4. Lecture & discuss - tell history of divided responsibility starting with cave man and working to present - emphasize laws made by people for their own protection.
3. Participation in Community Activities		1. Review activities available in community. 2. Spectator at sports, community theater and music events 3. Participant in square dance groups, Y.M.C.A.'s, recreation park activities (crafts) 4. Civic responsibility - emphasize elections, (bond issues) 5. Complete unit on: a. registering to vote - (ditto sheet of questions) b. political party (1) history of (2) ~~difference between~~

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
Participation in Community Activities (cont.)		c. sample ballots - read and discuss - students fill out 6. Present to students in lecture and discussion pressure groups and signing of petitions. 7. 7 forms of propaganda and how used in elections, on T.V., radio, movies, newspapers, and advertising
4. Safety		1. Industrial plants' safety rules - students make chart 2. Safety signs in community - stores, on the street, etc. - another chart, after students observe, as project. 3. If needed, a letter to city council pointing out hazards in community (alley with no stop sign - entering into busy street - to weeds on vacant lots that are fire hazards - to light or stop sign needed for crossing street
E. VOCATIONS	Workbooks - Teen-Agers Prepare for Work, The Job Ahead (SRA Series) Workbook - Help Yourself to a Job Workbook - The Jobs You Get Workbook - Finding Your Job	1. Services available as sources for jobs a. private employment agencies b. State agencies c. civil service - county 2. Occupational guides of student interest studied by students 3. Community employers as guest speakers - subject - What They Expect From a Worker 4. Community employers give interviews to students in front of total class

S T A T E

Section VI

Level IV

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
VI. STATE		
A. STATE IDENTIFICATION		
1. Geography	Road map - California Relief map - California Book - U.S. Map Films - Gen. Tel. Life in the: Desert Forest Grasslands Sea Your Friend the Forest Your Friend the Soil Films - Valleys of Calif. California's Geographical Regions	1. Bulletin board - Standard Oil pictures of California 2. Lecture & discuss - Facts of Calif., i.e., a. most people, cars b. flag c. flower d. earthquakes 3. Students make paper mache map of Calif. 4. Project - divide students into groups - research by areas: a. coast - southern b. coast - northern c. inland - southern d. inland - northern Students make chart maps - showing major cities, waterways, mountains, deserts, harbors - piece together into mural. 5. Students give oral report on findings 6. Teacher emphasize L.A. basin
	Use map of California Filmstrips: California California Gold Rush The Gold Rush	Study audio-visual material to learn about map making. Project or use a map of California. Make a relief map of California. Use a variety of materials for different maps: papier mache sawdust and paste salt and flour

CONTENT

Geography (cont.)

RESOURCE MATERIAL

Books:

Picture Book of California
Bailey, Bernadine

Mountains on the Move
Bloch, Marie H.

The True Book of Deserts
Posell, Elsa

Desert Dwellers
Shannon, Terry

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

Show the coastal region and the major bays.
- San Pedro Bay
- San Diego Bay
- San Francisco Bay
- Monterey Bay

Show the important mountain ranges.
Show the major valley regions.
Show the desert regions.

List and discuss some of the kinds of work that people do in the coastal regions.
- Truck farming
- Lumbering
- Cattle ranching
- Raising citrus and other fruits
- Providing services for tourists

Learn about the valley regions of California
Learn about the kinds of work that people do in the valley regions.
- Raising cotton
- Truck farming
- Raising fruits and nuts
- Raising alfalfa

Learn about the kinds of work people do in the mountain regions
- Lumbering
- Mining
- Drilling for oil
- Raising cattle and sheep
- Protecting the forests and wildlife
- Providing services for sportsmen and tourists

Learn about the desert regions.
What kinds of work do people do in the desert regions?
- Mining
- Truck farming
- Providing services- sportsmen & vacationers

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		Choose a region of California to live. What kind of work would you choose to do?
2. History	Workbook -- In Your State Hudson & Weaver (Pacemaker Series) Films: 1. Death Valley Ancient & Modern 2. Mountains 3. Life in the Central Valley of Calif. 4. Life in Mediterranean Lands 5. California's Golden Beginning 6. Ghost Towns of Calif. 7. Mission Life 8. Rancho Life 9. Spanish Influence in the U.S.	1. Gather pictures - Spanish influence. 2. Make map showing major spots - Sutter's Mill. 3. Compare - past against present. 4. Emphasize money system - bartering - gold and silver standard - and how people specialize now in jobs. 5. Visit L.A. Co. museum and tar pits. 6. Discuss change from cattle to growing food. 7. List why people still come to Calif., i.e., a. casual living b. climate 8. Visit Olvera St., L.A.
3. Conservation Practices	Film - Keep America Beautiful	1. Discuss people and natural resources in general. 2. Forest - make charts on fire prevention rules. 3. Water - discuss pollution - fresh and salt. 4. Emphasize converting salt water into drinking water. 5. Land - so many people - houses - taking away food growing land. 6. Air pollution - cars - industries - have speaker from each area (2-7) talk to class.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		7. Litter - cost in State taxes - how to prevent. (Start with own campus - then city - county - state)
		8. Discuss cities of future - planned communities now - and cities above ground - in bubbles with controlled air.
4. Recreational Facilities	Film: Yosemite Nat. Park	1. Make map marking State and National parks.
	A.A.A. Camping Book	2. Emphasize snow and sun (mountains & beaches)
		3. Students list what they do for recreation.
		4. Oral report by each student - trips taken or hobbies.
		5. Points of interest to visit - emphasize free recreation - Knotts Berry Farm (field trip), Missions, etc.
		6. List places that cost - Disneyland, Wax Museum.
		7. Field trip - Griffith Park - picnic - visit zoo, planetarium.
		8. Field trip - Forest Lawn
B. PEOPLE AND THEIR WORK		
1. Motion Pictures	Visit a studio	Observe the different kinds of equipment and their uses.
		Observe people who work in the studios.: Camera men, sound effects men, musicians, technicians, writers, directors, actors, reporters.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
Motion Pictures (cont.)		**LEVEL IV** Construct frame to represent a set. Dramatize a broadcast. Write an original script or rewrite a story. Plan sound effects and assemble needed equipment. Practice and time broadcasts. Use good speech and simple gestures. Give broadcast for others. Obtain a list of jobs relating to the motion picture industry. Learn how television programs are paid for. Obtain a copy of a daily newspaper. Discuss and list programs that help pupils plays news motion pictures sports broadcast List the jobs that you are interested in. Make out an application form for a job. Dramatize an interview for a job. (Role play)
	Workbook - The Movies You See Workbook - The T.V. You Watch Workbook - The Letters You Write	1. Students write letters to studios for free information. 2. Field trip - studio 3. Emphasize - What job could you do?

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
	Workbook - The Language You Speak	4. Read T.V. Guide in class and newspaper. Read movie section of newspaper.
	Workbook - The Newspapers You Read	5. List favorite T.V. programs - movie stars and T.V. stars - alphabetize names.
		6. Students bring cameras and take pictures - mock movie or drama - use in posters.
		7. Students do drama - make advertising posters - costumes, arrange room so have stage - make refreshments, make tickets. Invite administrators to drama.
2. Transportation		
a. Air	Books:	Visit an airport.
	Cargoes in the Sky Buehr, Walter	Observe the airfield and airport facilities.
	About the Pilot of a Plane Chace, Haile	Landing field
		Runways and taxiways
	Behind the Scenes at the Airport Cooke, David C.	Control tower
		Hangars
	A Trip on a Plane Green, Carla	Parking and loading ramps - write down all signs - later use as spelling and reading list.
	How Airplanes Help Us McCall, Edith	Observe the different types of aircraft.
		Jets and propeller-driven aircraft
	Flight American Heritage	Cargo, passenger, private airplanes - military airplanes - helicopters
	Filmstrip: Man in Flight	Discuss how air travel has shortened travel time.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
	Filmstrip: Jet Age Flight Airplanes and How They Fly Getting There by Jet Man Learns to Fly Films: Airplane trip, airports Employment Dept. - occupational guides	Contrast travel time by covered wagon, automobile, and ship with that by air. Time zones in U.S. - review telling time. Illustrate in a group picture. Project a map of U.S.A. Locate routes to various cities. Get airline schedules and brochures - learn to read. Obtain and use a globe Trace shortest routes to foreign countries. Contrast time by air with time by rail or ship. Collect and organize materials illustrating progressive development of air travel from the first airplanes to space craft. (Notebook) Obtain information concerning jobs relating to the air age - not necessarily at airport, i.e., electronics assembly, welding. Study about weather and its effect on air transportation. Learn how weather experts predict what the weather will be like. Study weather maps and weather forecasts in daily newspapers. Emphasize satellites now used in forecasts.
b. Railway	Film: Development of Transportation in U.S. Commercial models Film: Passenger Train	1. Field trip to Union Station, L.A. - if possible, ride a short distance on a train. 2. Alphabetize words - names of train cars - words on signs 3. Read time tables - in school & at depot - of train arrivals & departures

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
	Book: Locomotives	4. Make signs observed on trip. 5. Build model train cars and label - dining, pullman, coach, etc. 6. Discuss: Railway express - find rates, etc. Students send package to themselves. 7. Discuss jobs people do. 8. Discuss how mail travels by train - also how freight in general travels - cars, trucks, oil, produce.
c. Ships	Films: Longshoremen, Tugboats, Harbor Highlights (Life Series) Book: Picture of Man American Heritage: Clipper Ships Occupational guides - Dept. of Employment Ship models Traveling agents - brochures about ships	1. Lecture - short history of ships - first log, basket, canoe, clipper, Merimac, Monitor, steamboat, modern. 2. Point out how cities first developed near water - transportation as well as drinking. 3. Field trip - L.B. Harbor 4. Project: each student build ship 5. Write a story evaluating field trip. 6. Compare cost & time travel with air. 7. Discuss job opportunities - harbor & ships - (food services, custodial, painter, welder)
d. Auto	Films: None for the Road, Building a Highway, American Road Films - Gen. Tel.: 1. Defensive Driving Series (6 films)	1. Show film - American Road 2. Field trip - Ford plant in Pico-Rivera 3. Field trip - Goodyear 4. Review driver education laws.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
	2. Machines that Move Earth	5. Have students change tire - check water & oil, battery, on driver education car.
		6. Review emergency road signals for break-down - white cloth on door, flares
		7. Show students how to fix stuck horn.
		8. Compare cost & time travel - air, train, car.
		9. Lecture & discuss fringe auto industry jobs.
e. Bus	Films: Bus Driver, School Bus, Rapid Transit District, Greyhound	1. Review bus riding rules.
		2. Field trip - Greyhound bus depot, L.A.
		3. Local bus service - read time tables, make map of stops.
		4. Compare cost & time, car, air, train, bus.
3. Agriculture		Visit the Agricultural Hall at the Museum of Science and Industry.
		Secure information about California's agriculture.
		Many California agricultural products are called "field crops". Alfalfa Hay Sugar beets Potatoes Dry Beans Cotton Grains
		Cotton is one of the most important agricultural products grown in California.

CONTENT

RESOURCE MATERIAL

Books:

Cotton Growing
Harvey, Lois F.

The Tractor on the Farm
Israel, Marcan

Farm Lands and Crops of Calif.
Israel, Marcan

Within Our Borders
Jones, Emlyn

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

Determine in what kinds of climates cotton grows best.
- Long growing season
- Little rainfall in critical periods of growth
- Warm weather

Locate on the map the major cotton producing regions of California.
- Imperial Valley
- San Joaquin Valley

List the steps in cotton raising.
- Choosing the variety of cotton
- Preparing the soil
- Planting the seeds
- Irrigating
- Thinning
- Fertilizing
- Controlling weeds and insects
- Defoliating the plants
- Harvesting, by hand and by machine
- Transporting to the cotton gin
- Selling the cotton

Field trip to local produce store - fields crops grown

Learn about the work people do on the cotton farm.
- Operating machines
- Irrigating
- Chopping or thinning plants
- Hand picking

Discuss inventions that have helped the cotton industry.

Learn about the different uses of cotton.

Discuss other uses of cotton and cotton seeds.

CONTENT

RESOURCE MATERIAL

Books:

Farm Lands and Crops of Calif.

Small Farms

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

Experiment with abstracting oil from cotton seed.

What are the by-products of cotton seed oil?

Study audio-visual materials and books to learn about other field crops grown in California.

Some grains are grown as field crops in California.

Compare the growing, harvesting, and processing of various grains.
- Rice
- Wheat
- Barley

Planting seeds or transplanting seedlings
Irrigating
Fertilizing
Thinning
Cultivating
Spraying or dusting
Harvesting
Packing
Transporting
How are these jobs done?
How much manpower is needed?

Find out about processing and distributing the vegetables.

What machines are used on a truck farm?

What seasonal help is needed on truck farms?

Locate on map the major regions where vegetables are grown.

CONTENT

RESOURCE MATERIAL

I Want To Be an Orange Grower
Greene, Carla

Gifts from the Grove
Wall, Gertrude W.

Men at Work on the West Coast
Lent, Henry B.

Using Our Earth
Whipple, Gertrude

Dept. of Employment Occupational Guides

A Tree is a Plant
Bulla, Clyde R.

Luther Burbank, Boy Wizard
Dart, Olive W.

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

Learn about the growing and processing of citrus fruits.

Learn about the history of citrus growing in California.

Locate the important citrus growing regions in California.

Discuss the steps in the production of citrus fruits.

Soil and site selection; planting, irrigating, fertilizing, budding and staking trees, transplanting, pest control, care from frost damage, picking and packing fruit, packing house, distribution

How are these jobs done?

How is citrus fruit processed? How does it reach consumer? What various forms does citrus fruit reach consumer?

Discuss the activities of the various workers in growing, processing, and distributing citrus products.

Learn about other fruits grown in California.

Locate regions where they are grown.

What are the various forms in which fruits reach the consumer?

dried
juice
dehydrated
frozen
fresh
canned

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

Films:

Machines that Help the Farmer

Working Water

Irrigation

Farming

Western Wheat

Wheat Farmer

Grapes

Citrus, the Golden Fruit

Orange grower

Date Culture in U.S.

Truck Farmer

Celery Farmers

If possible, field trip to L.A. Market (time may be factor)

Learn about the workers this involves.

Field trip to processing plant - example, Sunkist Oranges

Learn about the growing of nuts in California
- List the kinds of nuts grown in California
  - Walnuts
  - Almonds
- Locate the regions where nuts grow best.

How many different ways are nuts sold?
- whole in shells
- canned
- sliced
- salted, in packages

Learn about the workers who provide services in the producing and processing of fruits and nuts.

Learn about the activities of the people who work in producing and processing of fruits and nuts.

Almost every kind of vegetable can be grown in California.

Learn what determines the kind of vegetable to be grown in a particular region of California
- kind of climate
- kind of soil
- availability of water

Why is the Salinas Valley called "The Salad Bowl of the World"?

List the major steps in growing vegetables.
- locating the farm
- preparing the soil
- planning time

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
	Film: Success Story - About Plants that Process	Discuss the forms in which we use various grains.
		Learn about the producing and processing of sugar beets.
		Alfalfa is an important field crop. Discuss the use of alfalfa in "crop rotation".
		Flax is grown in the Imperial Valley. Learn about growing of flax.
		Locate on a map the majpr regions in California where field crops are grown.
		Make a notebook about California agriculture.
		Make a list of jobs.
	Basic 4	Plan meals for one for a week using Basic 4 as guide.
		2. Field trip - local grocery - figure cost of meals chosen.
		3. Discuss storage, staples, and food spoilage in the home.
		4. Field trip - L.A. - processing of food, e.g. Heinz Plant.
		5. Discuss jobs students could do at these plants.
		6. Field trip - traveling lunch wagon processing plant - one in L.A. (serves many private lunch wagons

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES-AND ACTIVITIES
		LEVEL IV
4. Mining	Films: Iron Ore Mining Iron Product of the Blast Furnace Coal - a Fossil Fuel Machines Do Work Hacksaws shows proper selection of blades for metals Machines Make Work Easier Simple Machines Filmstrip: How Rocks Are Formed	1. List basic minerals - students bring in rock collections - (teacher display also) 2. Calif. mining products - what are they? - Where located? 3. Make scrap book of pictures of mining, plants, etc. (Student project) 4. Student project - make map showing location of mines. 5. Pictures for bulletin board - heavy machines used in mining. 6. Study machines and how they operate. 7. Make models of machine - principles. 8. Emphasize jobs working with machines or maintenance of machines.
5. Manufacturing	Films: How We Get Our Cement How We Get Our Glass Plastics Cotton From Fiber to Fabric Wool From Sheep to Clothing	1. Bulletin board - pictures of modern day airplanes 2. Discuss plane manufacturing - emphasize Douglas and North American. 3. Students can work as electronic assemblers, custodians, warehouse or stock clerks, filing clerks and in food services in these above places. 4. Representative from aircraft industry as guest speaker. 5. Use telezonian and teletrainer as introduction to phone manufacturing. 6. Have students practice on these instruments.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		7. Guest speaker with film from Telephone Co. to explain how phones are made and communication lines set up.
		8. Use these 2 as specific examples of manufacturing - films for other areas.
6. Forestry	Films: Forest Grows Forest Produces Forest Ranger Lumberman Story of West Coast Lumber Paper	1. Students identify items in room made from wood - list on board - include paper. 2. Discuss other items made from wood - like houses. 3. Field trip to local tree nursery 4. Discuss and display different types of wood for different uses. 5. Visit lumber company. 6. Plant small trees in room after preparing soil, studying fertilizer, etc. 7. Students build erosion box for demonstration 8. Guest speaker - forest ranger - camping, fire safety and re-planting program 9. Students review jobs connected with forestry they could do. 10. Possible visit to newspaper, paper plant, or box plant
7. Fishing	Film: Tuna Fishing Rainbow Hatcheries	1. Use tuna fishing film as introduction 2. Students list fish products they eat. 3. Ditto on parts of fish - emphasize difference between gills and lungs.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
	Film: Fishing for a Living	LEVEL IV 4. Field trip to fish cannery 5. Discuss grunion hunting as a sport or hobby. 6. Discuss sport fishing as a hobby. 7. Students make flies for sport fishing - fresh water. a. Discuss state laws on fishing and explain about hatcheries. 8. Review step by step how to set up an aquarium - then have class set one up. Discuss keeping fish as hobby. 9. Field trip to Marineland
C. GOVERNMENT 1. Services and responsibilities to the people 2. Organizations	Film - Gen. Tel.: Government & the Law Workbook: Government & the People -Joseph Miller	1. Discuss wages earned in working - state tax - practice filling out state tax forms. 2. Ditto how taxes are used - outline. Discuss services money provides for people. a. building roads and freeways b. motor vehicle dept. 1. registration & licenses 2. drivers licenses c. Highway Patrol d. State militia e. parks f. Health Dept. g. Fish & Game h. education i. prisons & mental hospitals 3. Ditto outline - very basic - on how state government works 4. Students fill in names of key state officials.

CONTENT

D. VOCATIONS

RESOURCE MATERIALS

Occupational guides

Workbooks: Teenagers Prepare for Work, I & II
- Carson & Daly

Help Yourself to a Job, I & II
- Yvette Dogin, Finney Co.

From School to Work
- L.A. City Schools

Finding Your Job
- Finney Co.

The Job for You
- Larry Liebers

Campus Work Experience

The Jobs You Get
- Turner-Livingston

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

5. Discuss state agencies students can work for and specific jobs they can do.

1. Quick review of each section under PEOPLE AND THEIR WORK

2. Role play job interviews.

3. Write resumes in answer to ads with no interviews.

4. Read want ads in newspapers for jobs.

5. Fill out applications.

6. Visit Dept. of Employment.

7. Guest speakers - civil service - (state, county, city)

8. Read occupational guides.

N A T I O N A N D W O R L D

Section VII

Level IV

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
VII. NATION AND WORLD		
A. IDENTIFICATION		
1. Geography		
a. Nation	Large map of U.S.A. Globe Map of World Puzzles of U.S.A. Road maps of states and country Books: This is My Country Know Your Presidents Cross Country - Hanna and Kohn Life - Atlas of the World Flashcards: Warren's Ed. Supplies Presidents Know Your U.S.A.	1. Pictures of U. S. at work and play 2. Use a U.S. map to locate all of the states in our country. 3. Study different U.S.A. maps. Learn how the capital cities can be identified. 4. Point out the a. big rivers b. lakes c. national parks d. mountains e. deserts f. plains 5. Ditto: on each letter above (in 4.) 6. Ditto - teacher make - compare climates of regions in U.S. 7. Explain - and ditto - time zones in U.S. 8. Work sheets of figuring time
b. World	Commercial ditto material 1. This is your world 2. Outline maps of the world	1. Use outline maps to show continents. 2. Explain time zones and use work sheets as practice. 3. Use flashlight and globe to show day & night concept.

CONTENT

2. World as the home of man

RESOURCE MATERIAL

Workbooks:

You and Your World
- Willeta R. Bolinger

Our World and its People
- Allyn & Bacon, Inc.

Picture puzzle of the world

Film:

Our World

Book:

Life - Atlas of the World

Book:

All About Us
- Life Series

Epic of Man

Great Explorers
- Grosseck & Attwood

Films:

1. Early Civilization
2. Maya of Ancient & Modern Yucatan
3. People of Greece

Filmstrip:

Life in Ancient Rome

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

4. Ditto - major mountains, oceans, seas, rivers of the world.
5. Ditto - compare climates & explain seasons in the world.

1. Time line of world - start with two scientific concepts of formation of earth - then show short span man on earth
2. Read - All About Us - (show how all men the same - where they live changes them)
3. Ditto: cutline basic man's discoveries - (wheel, fire, etc.) to present.
4. Ditto - Great civilizations to present.
5. Student projects: each student pick one item out of 3 or 4 above - build model, draw picture - present oral report.
6. Class make: time line, mural of specifics or total project.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
	Books:	Our country is the United States of America - We all work together to make it a good, safe and great country. - We have a president. - The people elect the president and the congress who make the laws. - The president lives in the White House. - The capital of the United States is Washington, D.C.
	In All Our States - Paul R. Hanna	
	America's Own Story - Vanza Devereaux	
	History of Young America - Cordier & Robert	
	Colonial America - Margaret Fisher	Expanding concepts of citizenship responsibilities - Obeying the rules and laws - Helping keep a clean, safe home, community, city and nation - Doing things to: "help others"---"make it better"---"make it right". - Paying taxes - Voting
	History of Our U.S. - Cordier & Robert	
	Adventures in American History - Jay Glanzrock	
3. U.S. in relation to other nations	Workbook:	1. Discuss concepts of: a. freedom b. democracy
	Government & the People - Joseph Miller	2. Discussion: review Bill of Rights
		3. Ditto: basic concepts of communism compared to democracy.
		4. Explain Russian way of life at present and conflict between two countries.
		5. U.S. militarily strong - reason to help other countries
		6. Explain peace corps and humanitarian way of helping other nations.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
4. History	Workbook: In Your Country - Hudson & Weaver Bill of Rights Commercial ditto material 1. Water in & Around the U.S. 2. Land Surface of the U.S. 3. This is Your America Films: Washington, the nation's capital Our country's flag America, the beautiful Man without a country	1. Field trip to independence hall - Knott's Berry Farm 2. Discuss the reasons for U. S. Constitution and War of Independence. a. religious freedom b. equal rights for all c. taxation without representation 3. Ditto: Major events - outline of U. S. growth - Louisiana Purchase, Mexican War, gold rush & Western Movement, civil war. 4. Study Bill of Rights - students write meaning of in their own words.
B. CURRENT WORLD PROBLEMS 1. War		1. Review communism, U.S. democracy. 2. Review standard of living of U.S. compared to other countries. 3. Discuss name calling & progression of verbal fights to physical fights between class members. 4. Compare above to countries - draw parallel as to how wars get started. 5. Discuss wars students familiar with now - Viet Nam, middle east.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		6. Compare war to childish behavior - "I want" or "That is mine", "You can't have it or play with it".
		7. Discuss U.N.'s role in settling disputes.
2. Population	Information:	1. Students read U.N. Chart and pamphlets
	Almanac	2. Discuss U.N. helping countries with large populations.
	Encyclopedias	3. Use India as example.
	U.N. Chart - organization and pamphlets	4. Connect people with each of natural resources and when will these be gone. - air pollution, water pollution as first examples.
	Films:	5. Point out countries where too many people living in small space - Japan.
	Specific Countries You Cover	6. Explain why birth control is important (but do not talk specifically about contraceptive devices).
		7. Review Reproduction & How it Works
3. Diseases	Films:	1. Outline - Ditto - Start with smallpox and end with measles vaccine - review these achievements and how they have helped us stay alive in U.S.
	Africa	2. Discuss simple sanitation - food, water, sewers.
	China	3. See films.
	The Other World	4. Compare U.S. to Africa disease-wise.
		5. Discuss disease in India - emphasize their religion as important factor in contributing to these diseases.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
		6. Ditto sheet - students own family doctor - dentist - closest hospital for emergencies
		7. Discuss briefly - medicare, England's socialized medicine.
		8. Students use U.N. pamphlets to see how nations are cooperating to fight disease worldwide.
4. Food production	Film: Japan	1. Students list and discuss various foods they eat and where it comes from. Total list on black board.
		2. Ditto list - compare this to 1 country from each continent. Students research information - either separately or in groups - draw up lists.
		3. Make lists into charts - total class project - display around the room.
		4. Students grow vegetables, e.g., carrots, potatoes, in classroom.
		5. Discussion - how people grow food in various countries - students give oral reports & lead discussions.
		6. Total class project - chart on "odd" foods eaten throughout the world, e.g., snakes, snails, algae.
5. Challenges for the future	Magazines Current newscasts Newspapers	1. Review world problems as challenges for the future - in discussion.
		2. Students make picture notebook on space program.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
	Surfer Magazine	3. Ditto sheet - simple explanation of how satellites stay up, 3 stage rockets, atomic energy.
	Skin Diver Magazine	4. Discuss space travel - moon, planets. (Use T.V. program Star Trek as take off).
		5. Students make word list of space jargon and label their pictures.
		6. Sea exploration a. review basic water safety with students b. review food from sea known to students. c. project in discussion underwater research going on at present - emphasize living underwater.
C. PEOPLE		
1. Living together	Book: All About Us	1. Review - weather, customs, shelter, cause people in a specific area to act alike.
	Civil Rights Act	2. Population figures - on ditto sheet - emphasize how too many people live in cities, etc.
		3. Discuss cooperation between people.
		4. Students make list of customs that are different, i.e., nod head up & down = "Yes" in one country, "No" in another - homely - English - U.S. meaning of word.
		5. Use lists as means of understanding others - why they do what they do.
		6. Use lack of basic understanding as source of prejudice.
		7. Students present "Old wives' tales" and superstitions - lack of understanding, knowledge.

CONTENT

2. Likenesses and differences

RESOURCE MATERIAL

Bulletin Board: Pictures of world youth

Commercial material

Children of many lands

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

1. Students - 2 groups - debate- teenage standards vs. adult standards. Cover:
   a. what areas problems arise
   b. why problems arise

2. General discussion - differences between teenagers themselves - various groups - include minorities in U.S. - expand to world - differences, e. g., Japanese before W.W.II as compared to now.

3. Ditto list - other groups - i.e., hippies, civil rights, peace - also protests.

4. Use above 3 items to reinforce less prejudice.

5. Students write short essay "What I want out of life" - read in front of class. Use these as introduction into how people are alike.

6. Ditto - teacher made - from essays - of common items - need food, shelter, clothing -

   a. all have problems
   b. all seek security
   c. all seek health
   d. all seek happiness
   e. all have goals

7. Point out more alike than different - want education, have religion, etc.

8. Ditto - work sheet - students answer or find answers to questions or fill in statements, i.e., (a) blood type, (b) physical features.

CONTENT	RESOURCE MATERIAL	SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES
		LEVEL IV
3. Interdependence of people		1. Student quiz - classroom and school rules. 2. List - what other areas of life have rules - have governments. 3. Discuss - child dependent upon parent - boundary lines gradually increased as responsibility increased. 4. Specialization - cover these to start: a. jobs b. education c. religion d. government 5. Stress interdependence of one person with another. 6. Ditto - outline - development of specialization - cave man, trade, money. 7. Review food, shelter, clothing, showing interdependence. 8. Review United Nations cooperation.
D. VOCATIONS	U.S. Services Information Pamphlet - gather from each branch	1. Military Service a. draft laws b. classification c. Reserves d. different branches e. Opportunities for schooling & job after discharge 2. General review of good work habits a. on time b. safety c. health

CONTENT

RESOURCE MATERIAL

SUGGESTED TEACHING TECHNIQUES AND ACTIVITIES

LEVEL IV

3. General review of job agencies - employment services, public & private

4. General review
   a. resume
   b. application
   c. interview